DOCUMENT RESUME

ED 317 018 EC 230 081

AUTHOR Geiger, William; And Others
TITLE The Status of Personnel Preparation in Special Education, 1982: A Report on the Results of a National Survey Conducted by the Teacher Education Division of the Council for Exceptional Children. Part I of a Three-Part Study of Personnel Preparation Data across 1982, 1986, and 1989. Information on Personnel Supply and Demand.
INSTITUTION National Clearinghouse for Professions in Special Education, Washington, DC.
PUB DATE Aug 89
NOTE 97p.; Photoreduced print in figures 1-12 may affect legibility.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Disabilities; Education Courses; *Education Majors; Elementary Secondary Education; Higher Education; Institutes (Training Programs); National Surveys; *Preservice Teacher Education; *Schools of Education; *Special Education; *Special Education Teachers; *Teacher Education Programs

ABSTRACT

This paper reports on the major findings of a 1982 national survey of personnel preparation programs in the field of special education. Initial goals of the study were to identify and classify existing programs (of 698 identified, 516 returned surveys) and to determine the percentage of special educators prepared in "small" programs. Results indicated most programs offered preparation at the bachelor's/master's level only. Almost half of the programs prepared students in only one area of special education; at the undergraduate, master's and advanced graduate levels, the most common areas of preparation were intellectual handicaps, learning disabilities and general special education respectively. A greater variety of areas of specialty was available at the master's level than the bachelor's. General special education, intellectual handicaps and learning disabilities were the largest areas of enrollment in that order. Data on faculty, enrollment levels, graduation, and full- versus part-time staff are also offered by state and region. Appendixes contain the survey instrument, a taxonomy of areas of preparation for special education, a table ranking higher education institutions by number of special education graduates, and charts of special education enrollments. (PB)

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The Status of Personnel Preparation in Special Education, 1982

A REPORT ON THE RESULTS OF A NATIONAL SURVEY CONDUCTED BY THE TEACHER EDUCATION DIVISION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

Part I of a three-part study of personnel preparation data across 1982, 1986, and 1989.

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By

William Geiger
Leanne Whiteside
and
Stephen L. Rock

University of Arkansas at Little Rock

August 1989

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The Status of Personnel Preparation in Special Education (1982): A Report on the Results of a National Survey Conducted by the Teacher Education Division of The Council for Exceptional Children

Prepared for the National Clearinghouse for Professions in Special Education

William L. Geiger, Ed. D.
Department of Teacher Education, University of Arkansas at Little Rock

Leanne Whiteside, M. S.
Center for Research on Teaching & Learning, University of Arkansas at Little Rock

Stephen L. Rock, Ph. D.
Center for Research on Teaching & Learning, University of Arkansas at Little Rock

August, 1989

Acknowledgements

The data contained in this report were obtained by members of the Small Special Education Programs Caucus (SSEPC) of the Teacher Education Division of The Council for Exceptional Children. The authors are deeply indebted to the following individuals who conducted surveys of special education personnel preparation programs in the fifty states and the District of Columbia. Collaboration among these individuals contributed substantially to the information-base on special education personnel preparation programs in the early 1980's.

Dorothy Douglas (Alabama)
Marilyn Johnson (Alaska)
Janice Schnorr (Arizona)
Stephen Aloia (California)
Rosalie Rhoads (California)
Daryl Wilcox (Colorado)
Sr. Judith Carey (Connecticut)
Claude Marks (Delaware)
Hildegard Schaer (Florida)
Jewel Wade (Georgia)
Carolyn Bockhaut (Hawaii)
Eileen Herman (Indiana)
Stephen Ragan (Idaho)
Dorothy Gilles (Illinois)
Elaine Beason (Kansas)
Rosemary Pfeifer (Louisiana)
Libby Cohen (Maine)
Gerry Gorman (Maine)
Michael Fiorentino (Massachusetts)
Jo Anne De Berry (Minnesota)
Margaret Carmean (Mississippi)
Gerald Wright (Missouri)
Nasim Dil (Nevada)
Robert Cray-Andrews (New Hampshire)
Brenda Calloway (New Jersey)
Jack Cole (New Mexico)
Lyle Lehman (New York)
Smith Goodrum (North Carolina)
John Kincheloe (North Dakota)
Sr. Helene Marie Gregos (Ohio)
Jean Kuehnert (Ohio)
Stanley Fudell (Oklahoma)
Carol Sivage (Oregon)
Thomas Stich (Pennsylvania)
John Dodd (Montana)
Ione McHale (Nebraska)
Sr. Kathryn Murphy (Rhode Island)
Suzi Touzel (South Carolina)
Susan Miller (South Dakota)
William Caskey (Tennessee)
Hal Kanter (Texas)
Cy Freston (Utah)
David Colachico (Vermont)
Barbara Given (Virginia)
Bonnie Denoon (Washington)
Robert Angel (West Virginia)
Sr. Gabrielle Kowalski (Wisconsin)
Mike Marlowe (Wyoming)

Information on programs in Arkansas, The District of Columbia, Indiana, Kentucky, Maryland, and Michigan was gathered by the senior author who coordinated all survey activities.

Regional coordination was provided by Maureen Baumgartner (University of Wisconsin-Eau Claire), Louise Burton (California State College-San Bernardino), Sheldon Benson (University of Dubuque), Billie Fullingim (Southwestern University, Texas), Kent Gerlach (Pacific Lutheran University), Mike Marlowe (The University of Wyoming), William J. Murphy (Bridgewater State College) and Thomas Stich (Mansfield State College).

W. G.
Little Rock, Arkansas

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Executive Summary

In 1982 the Small Special Education Programs Caucus of the Teacher Education Division of the Council for Exceptional Children conducted a national survey of personnel preparation programs in special education. The major findings of the study are reported below.

Number of Programs

* In spring 1982 there were 698 IHEs offering special education personnel preparation programs.
* Approximately one-half of the IHEs with special education programs were located in the South Atlantic and Great Lakes regions.
* Thirty-one per cent of the IHEs offered preparation at the undergraduate/bachelor's level only.
* Seventy-six per cent of the programs focussed on the preparation of special education teachers, i.e., offered preparation at the bachelor's and/or master's levels only.
* There were 67 IHEs with doctoral programs in special education.
* Special education personnel preparation programs had approximately 135 different titles.
* Forty-two per cent of the programs prepared students in only one area of special education. At the undergraduate level the most common area of preparation was intellectually handicapped. At the master's level the most frequently offered program was in the area of learning disabilities; and at the advanced graduate level, general special education was the most frequently offered area of preparation.
* A greater variety of areas of preparation within special education was available at the master's level than at the bachelor's level.

Faculty

* There were 2,388 full-time faculty employed in special education personnel preparation programs - an average of 4.67 per program.
* One hundred IHEs had only one full-time faculty member in their special education programs, and 33 programs employed zero full-time faculty in special education.
* IHEs which did not offer programs of advanced graduate preparation (sixth year or doctoral) employed an average of 3.5 full-time faculty in special education; those with doctoral programs in special education had an average of 10 full-time faculty.
* IHEs employed an average of 3.5 part-time faculty in special education programs. Those IHE's without advanced graduate preparation programs employed approximately three part-time faculty in special education; those with doctoral programs averaged 5.7.
* Programs with low enrollments (fewer than 50 students) employed more part-time than full-time faculty. Programs with more than 100 students employed more full-time than part-time faculty, and as enrollments in programs increased so did the number of full-time and part-time faculty.

Graduates

* During 1980-81 there were 21,246 newly certified graduates of special education programs. Although New York reported the largest number of graduates, more than half of the national total came from IHEs in the South Atlantic and Great Lakes regions of the country.

Enrollments

* Responding IHEs reported 88,115 students enrolled in special education programs. The majority (44,708) were in bachelor's programs; 41,311 were enrolled in master's programs; 751 were in advanced graduate/sixth year programs; and there were 1,345 in doctoral programs.
* The largest number of students were enrolled in programs in general special education. The next largest enrollments were in the areas of intellectually handicapped and learning disabled, respectively.

Introduction

In 1982 the Small Special Education Programs Caucus (SSEPC) of the Teacher Education Division (TED) of The Council for Exceptional Children conducted a survey of special education personnel preparation programs in the United States. The survey had three major purposes: a) to identify existing special education personnel preparation programs, b) to classify these programs in terms of size, and c) to determine the percentage of special educators prepared in "small" special education personnel preparation programs. Descriptions of the programs identified through the survey were published in the 1983 National Directory of Special Education Teacher Preparation Programs which was distributed by the National Information Center for Handicapped Children and Youth. Data pertaining to the size of special education personnel preparation programs and the relative contributions of different-sized programs to the supply of special educators have been compiled and disseminated at national and state-level conferences. Such data are not included in this report.

The purpose of this report is twofold: (a) to present a comprehensive analysis of data gathered through the TED study, and (b) to provide a baseline on the status of special education personnel preparation programs in the early 1980's. Information on the number and scope of personnel preparation programs in special education, the number of graduates recommended for teacher certification in 1980-81, enrollments in spring 1982 and the numbers of full- and part-time special education faculty is contained in the report. Responses to questions addressing the aforementioned areas have been aggregated and examined at national, regional and state levels.

Method

The TED study was coordinated by the SSEPC and involved collaboration by more than 50 individuals. One or two persons were recruited to conduct a survey of special education personnel preparation programs in each state and the District of Columbia. Ten regional coordinators were appointed to assist state coordinators, and a national coordinator designed the study and assisted state and regional coordinators as needed.

In February, 1982, the national coordinator provided state coordinators a list of specific steps to follow in conducting surveys. As an initial step state coordinators were instructed to communicate with representatives of their state's education agency (SEA) for the purpose of identifying approved special education personnel preparation programs. (Programs that prepared speech/language pathologists, special education paraprofessionals, psychological examiners, educational diagnosticians or adapted physical educators were not identified.) The individuals contacted were, typically, employees of either the SEA's division of teacher certification or the division of special education, e.g., the coordinator of the state's comprehensive system of personnel development. Mailing lists of all approved programs were obtained/developed through this process.

State coordinators were also sent a master copy of a questionnaire and a sample cover letter. The questionnaire was two pages in length and requested the following information: name; address and

phone number for the department in which special educators were prepared; total current enrollment for the institution; numbers of full- and part-time faculty in special education; numbers of "newly certified special education teachers" graduated between September 1, 1980 and August 31, 1981; and spring 1982 enrollments in each area of concentration and each level of the special education program. A copy of the master survey form is provided in Appendix A.

State coordinators were instructed to modify survey forms by incorporating areas of certification adopted by their respective states. Forms, adapted to the certification requirements of the states, were then duplicated and mailed, with accompanying cover letters, to programs identified within the states.

Two weeks after the initial mailing a follow-up letter and another copy of the questionnaire were mailed to programs which had not responded to the original request. A final follow-up request was sent to programs not responding to the first two mailings.

After a state coordinator received responses from all of the identified special education personnel preparation programs in his/her state or believed no additional responses would be forthcoming, the completed questionnaires and a copy of the master list of approved programs in the state were sent to the coordinator for the region. Regional coordinators mailed this information to the national coordinator after responses from all of the state coordinators in his/her region had been received. The data gathering process was completed in spring 1983.

Each returned questionnaire was reviewed and responses were coded and entered on a computer by the national coordinator. When a response was unclear, the national coordinator telephoned the individual who completed the form (or another knowledgeable person in that program) for clarification. Telephone follow-ups were not attempted for missing information.

Two tiers of data were recorded for each special education program. The first tier contained identifying information on the program, including its location and size; numbers of full-time and part-time faculty in the program; number of newly certified graduates from the previous year; and enrollments for the overall program and for each level of preparation, i.e., bachelor's degree or bachelor's certification, master's degree or graduate certification, advanced graduate/sixth year program and doctoral degree. The second tier of data focussed on numbers of students enrolled in each area of preparation for each level of training offered by an institution (e.g., enrollments in bachelor's preparation program in mental retardation, master's program in learning disabilities, master's program in teaching gifted/talented). For this report totals and subtotals for enrollments are based on data from both tiers. To minimize confusion on the part of the reader, data based on enrollments for levels of preparation will be identified as first-tier data; that derived from enrollments reported for areas of preparation will be labeled second-tier data.

Thirty-six IHEs did not provide information on enrollments by areas of preparation, i.e., did not provided second-tier data. They did, however, report enrollments by levels of preparation - first-tier

data. Consequently, discrepancies exist when enrollment totals and subtotals generated from the two tiers of data are compared. In all cases, totals and subtotals based on enrollments in various levels of programs (first-tier data) are higher than those based on enrollments in areas of preparation (second-tier data). The differences are as follows: total enrollment - 3,886; enrollment in bachelor's programs - 1,6788; enrollment in master's programs - 2,052; enrollment in advanced graduate/sixth year programs - 751; and enrollment in doctoral programs - 75. All differences are accounted for by the manner in which 36 programs responded to the enrollment item on the questionnaire.

Prior to recording second-tier data, the national coordinator undertook a content analysis of the approximately 135 different titles of areas of preparation within the special education programs which responded to the survey. A taxonomy of 22 categories of areas of preparation was developed through this process. Subsequently, the national coordinator assigned each title of an area of preparation to one of the categories in the taxonomy. The assignments were reviewed by another experienced teacher educator in the field of special education. When differences were identified, negotiations occurred and agreements were reached. The taxonomy is provided in Appendix B.

Results

Number of special education programs. State coordinators identified 698 special education personnel preparation programs. Five hundred and sixteen of the programs (73.9%) returned questionnaires. The number of programs identified in each state is presented in Table 1. The greatest number of programs (52) were identified in New York, and more than 40 IHEs with special education programs were identified in both California and Texas. Only one special education program was identified in each of three states - Alaska, Hawaii and Wyoming.

When special education personnel preparation programs are grouped according to the national regions presently served by six federally-funded Regional Resource Centers (RRCs), the largest number of special education programs (207) was identified in the South Atlantic region. The second greatest number of programs was identified in states in the Great Lakes area, and fewer than 100 programs were identified in the Northeast, Mid-South or Western regions.

Size of institutions with special education programs. Institutions of higher education (IHEs) which responded to the survey ranged in size from approximately 300 to 65,000 students. Twenty-four per cent of the IHEs reported 10,000 or more students enrolled, a similar percentage reported enrollments of 1,500 or fewer students.

Table 1

Number of Education Personnel Preparation Programs in States

State	Number of IHEs with SPE Programs	State	Number of IHEs with SPE Programs
Alabama	18	Montana	4
Alaska	1	Nebraska	14
Arizona	4	Nevada	3
Arkansas	12	New Hampshire	5
California	43	New Jersey	17
Colorado	9	New Mexico	5
Connecticut	6	New York	52
Delaware	2	North Carolina	21
District of Columbia	7	North Dakota	2
Florida	19	Ohio	36
Georgia	17	Oklahoma	16
Hawaii	1	Oregon	8
Idaho	5	Pennsylvania	28
Illinois	16	Rhode Island	3
Indiana	21	South Carolina	12
Iowa	19	South Dakota	5
Kansas	7	Tennessee	21
Kentucky	11	Texas	47
Louisiana	15	Utah	5
Maine	4	Vermont	8
Maryland	11	Virginia	14
Massachusetts	17	Washington	13
Michigan	16	West Virginia	13
Minnesota	9	Wisconsin	15
Mississippi	11	Wyoming	1
Missouri	29		

Note: IHEs = institutions of higher education; SPE = special education.

Levels of programs. Table 2 displays the levels of special education programs offered by IHEs. Of the 512 IHEs providing useful information on levels of the special education programs, 158 (31%) offered only bachelor's programs in special education and another 71 provided only master's or graduate level certification programs. (Hereafter, bachelor's degree or certification programs will be

referred to as "bachelor's" and master's degree or graduate level teacher certification programs will be referred to as "master's".) Sixty-seven IHEs prepared doctoral students, and 56 reported preparing special educators at the advanced graduate/sixth year level. Only 50 programs offered preparation at the bachelor's, master's, and doctoral levels.

Table 2

Analysis of Levels of Special Education Personnel Preparation Programs

Level	Number of IHEs	Percent
Bachelor's only	158	30.9
Master's only	71	13.9
Bachelor's and master's only	186	36.3
Bachelor's and advanced graduate/sixth year	2	.4
Bachelor's, master's and advanced graduate/sixth year	24	4.7
Bachelor's, master's and doctoral	30	5.9
Bachelor's, master's, advanced graduate/sixth year and doctoral	20	3.9
Master's and advanced graduate/sixth year	4	.8
Master's and doctoral	11	2.1
Master's, advanced graduate/sixth year and doctoral	6	1.2

Note. IHEs = institutions of higher education.

Full-time faculty. The distribution of full-time faculty employed in special education programs is illustrated in Figure 1. Five hundred and eleven IHEs provided information on full-time faculty. These IHEs employed 2,388 full-time faculty. Thirty-three IHEs reported zero full-time faculty in special education programs and one program reported 40 faculty. The most commonly reported number (100 cases) of full-time faculty in special education programs was one.

A majority of the IHEs (286) employed three or fewer full-time faculty in special education. However, of the 2,388 faculty members identified through the study, more than 80% worked in IHEs with four or more full-time faculty in special education.

Four hundred and fourteen of the programs identified through the study prepared special education teachers only at the bachelor's and/or master's level(s), i.e., did not offer advanced graduate/sixth year or doctoral preparation. Four hundred and five of these programs provided information on the number of full-time faculty they employed in special education. Sixty-one per cent of the full-time special education faculty identified through the study were employed in IHEs that did not offer advanced graduate or doctoral preparation.

Figure 1

Full-Time Faculty Employed in Special Education Personnel Preparation Programs Spring (1982)

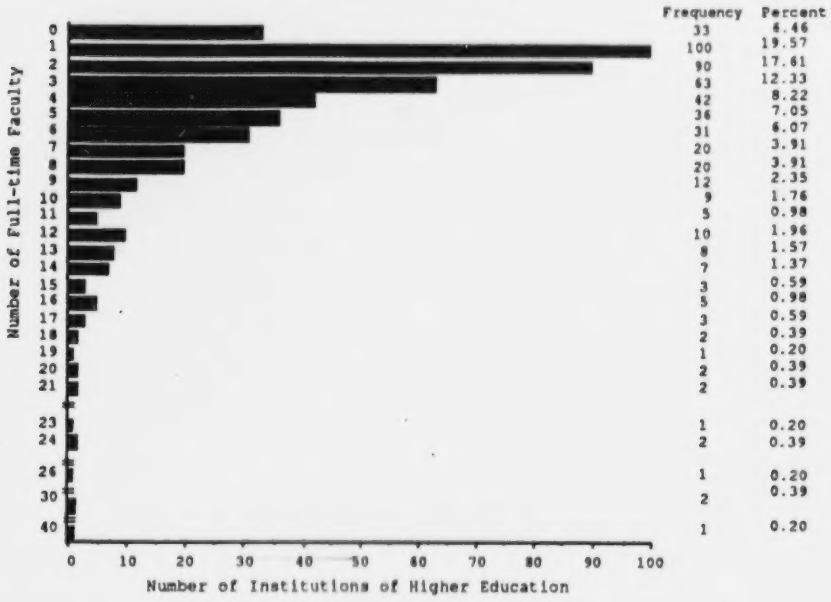
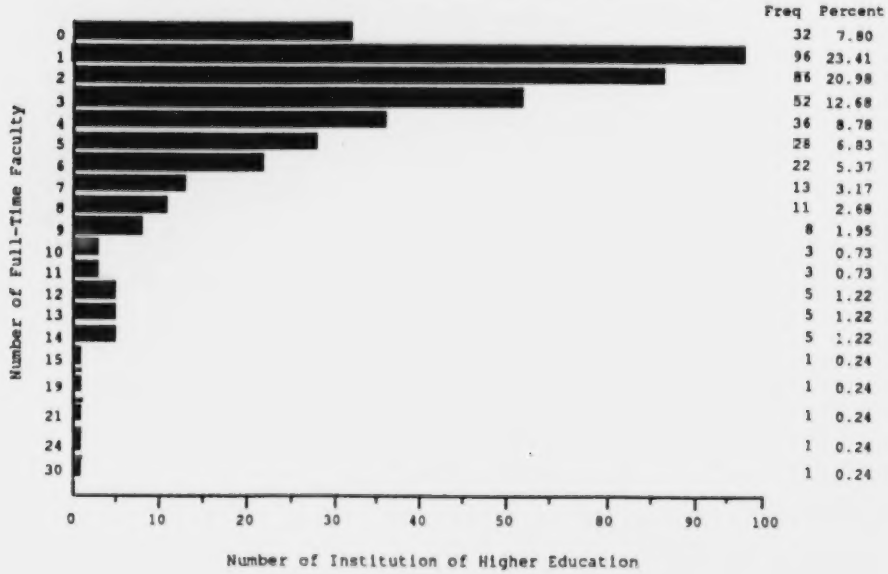


Figure 2 depicts the distribution of full-time special education faculty in those programs that only prepared special education teachers at the bachelor's and/or graduate levels. The distribution of

Figure 2

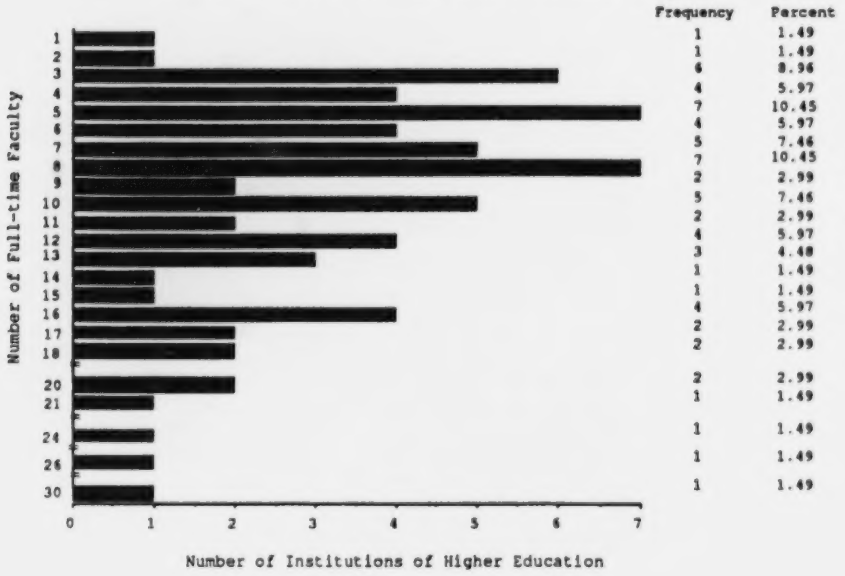
Full-Time Faculty in Special Education Teacher Education Programs



special education faculty in these IHEs resembles that for all IHEs participating in the study. Thirty-two IHEs reported having no full-time faculty in special education; one IHE reported having 30 full-time faculty. The number of full-time faculty most frequently reported by the IHEs (96 cases) was one, and more than 50% reported having two or fewer full-time faculty in special education.

Sixty-seven IHEs reported offering doctoral preparation in special education. The distribution of full-time faculty in these special education programs is illustrated in Figure 3. The number of full-time faculty employed in these programs ranged from one to 30. The median number of full-time faculty in special education doctoral granting institutions was approximately eight; the mean was approximately ten. The graphic representation of full-time faculty employed in IHEs with doctoral programs in special education differs noticeably from that for full-time faculty in all special education personnel preparation programs (Figure 1).

Figure 3
Full-Time Faculty in Doctoral Special Education Programs

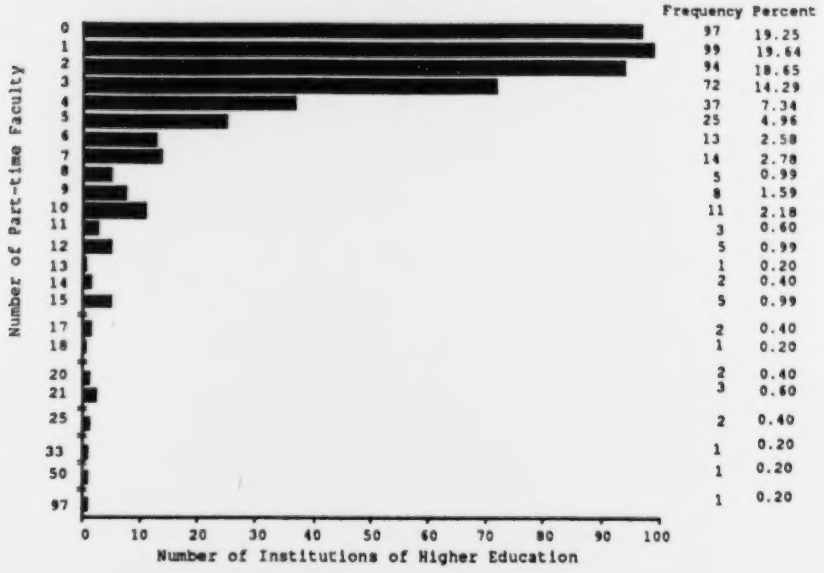


Part-time faculty. Employment of part-time faculty in special education programs is illustrated in Figure 4. Part-time faculty were described in the questionnaire as "adjunct, joint appointments, etc." Ninety-seven programs reported employing no part-time faculty; one program reported the use of 97. The mode (99 cases) for part-time faculty was one. Three hundred sixty-two (71%) programs reported employing four or fewer part-time faculty in their special education programs at the time of the survey.

Information on part-time faculty was provided by 404 programs which did not offer advanced graduate/sixth year or doctoral preparation. These IHEs employed 1,225 part-time faculty - an average of 3.03 per program. IHEs reported employing between zero (82 cases) and 50 (one case)

Figure 4

Part-time Faculty Employed in Special Education Personnel Preparation Programs (Spring 1982)



part-time faculty in special education. The mode for part-time faculty was one (83 cases); and sixty- one percent of the IHEs employed two or fewer part-time faculty in special education. The distribution of part-time faculty in IHEs which did not offer advanced programs in special education closely resembles that for all IHEs in the study (Figure 4).

IHEs with doctoral preparation programs in special education reported employing an average of 5.7 part-time faculty in their special education programs. Thirteen of the IHEs (19%) reported employing no part-time faculty in special education and one program reported employing 97 part-time faculty at the time of the study. Sixty-three percent of the programs employed three of fewer part-time faculty in special education.

Comparison of the use of full- and part-time faculty. An analysis of the numbers of full- and part-time faculty in special education is presented in Table 3. Programs offering preparation at the master's level only, the bachelor's level only, or bachelor's and advanced graduate/sixth year only, on the average, employed more part-time than full-time faculty. Programs offering graduate preparation at more than one level employed, on the average, more full-time than part-time faculty; IHEs offering programs at all four levels (bachelor's, master's, advanced graduate and doctoral) employed an average of four times more full-time than part-time faculty.

Table 3

Average Number of Full-time and Part-time Special Education Faculty Employed

Levels of Preparation (Number of programs)	Faculty	
	Full-time	Part-time
Bachelor's only (155)	1.59	1.73
Master's only (69)	4.22	5.63
Bachelor's and master's (186)	4.95	3.16
Bachelor's and advanced graduate/sixth year (2)	11.00	20.00
Bachelor's, master's and advanced graduate/sixth year (24)	8.83	4.38
Bachelor's, master's and doctoral (30)	10.77	8.38
Bachelor's, master's, advanced graduate/sixth year and doctoral (20)	10.75	2.65
Master's and advanced graduate/sixth year (4)	5.75	2.00
Master's and doctoral (11)	6.64	5.73
Master's, advanced graduate/sixth year and doctoral (6)	9.50	3.83

Note: Numbers within parentheses represent IHEs which provided information on full- and part-time faculty employed in special education.

In Figure 5 the numbers of full- and part-time faculty employed in special education programs is examined in relation to the number of students matriculating in special education programs. The illustration is based on first-tier enrollment data. Programs with fewer than 50 students employed more part-time than full-time faculty. However, in programs with enrollments of approximately 100 or more students, as the number of students in the programs grew the number of full-time faculty and the number of part-time faculty both increased. The parallel character of the lines in Figure 5 reflects the fact that the numbers of full- and part-time faculty grew in similar proportions as the number of students enrolled in programs increased.

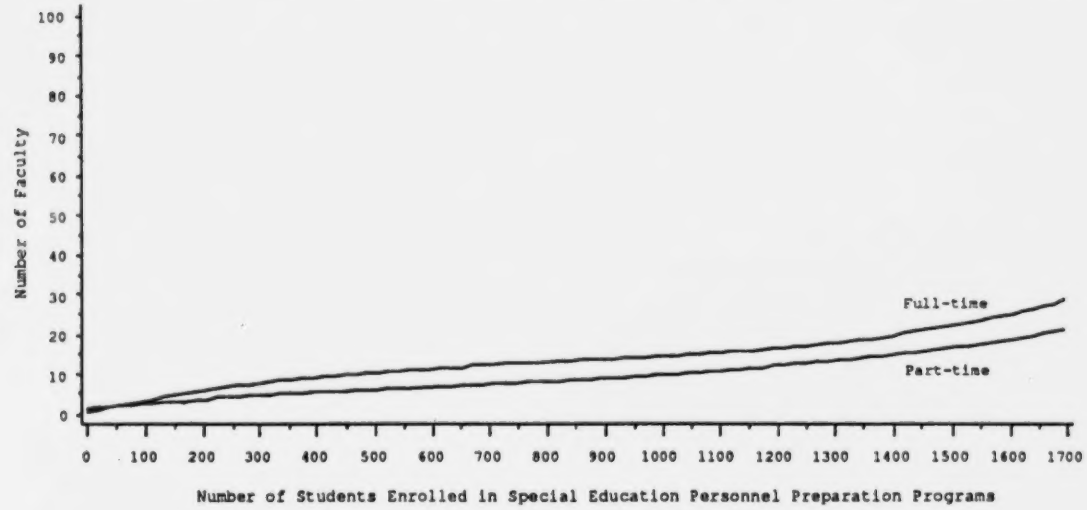
Graduates

National data. Four hundred eighty-nine programs reported a total of 21,246 newly certified graduates of their programs between September 1, 1980 and August 31, 1981. Appendix C contains a ranking of the institutions according to the number of newly certified graduates reported for 1980-81. Eastern Michigan University reported the largest number of graduates, and thirteen other IHEs each reported more than 200 newly certified graduates. These fourteen institutions prepared over 16% of the newly certified special educators identified through the study. Ten institutions (2% of the total) reported no newly-certified graduates in 1980-81.

Regional data. Newly certified special educators were aggregated on the basis of the six RRC-

Figure 5

Comparison of Numbers of Full- and Part-time Faculty in Special Education Personnel Preparation Programs



regions: Northeast, MidSouth, South Atlantic, Great Lakes, Mountain Plains, and Western. The states constituting each region are identified in Table 4. The number of special education personnel preparation programs identified in each region and the number of certified graduates reported by IHEs within each region are also reported in the table.

Table 4

Ranking of Regions by Number of Certified Graduates of Special Education Program

Region	IHES with SPE Programs	Number and Percentage of Responding IHEs	Certified Graduates (1980-81)
Northeast (ME NH MA CT RI NY NJ VT)	65	45/ 69.2%	2,101
MidSouth (MD DE VA WV DC KY TN SC NC)	112	94/ 83.9%	3,292
South Atlantic (GA AL FL MS NM TX OK AR LA)	207	146/ 70.5%	5,786
Great Lakes (IL OH IN PA WI MN MI)	141	99/ 70.2%	5,497
Mountain Plains (MT WY ND SD UT CO NB KS IA MO)	95	73/ 76.8%	2,335
Western (OR ID WA AK NV HI CA AZ)	78	55/ 70.5%	2,235

Note: IHEs = institutions of higher education. The percentage of IHEs that responded in each region is reported and should be considered when interpreting the data on graduates.

More than half the newly certified special educators were graduated from IHEs in the South Atlantic and Great Lakes regions. The least were graduated from institutions in the Northeast.

State data. In Table 5 states and the District of Columbia are ranked according to the number of newly certified graduates reported by IHEs within their jurisdictions. Despite the fact only 40% of its IHEs (identified as having special education programs) responded to the survey, New York reported the largest number of newly certified graduates. Other populous states - Pennsylvania, California and Texas - were ranked second through fourth respectively. More than 50% of the newly certified special education teachers were prepared in twelve states. As might be expected states with low populations and few preparation programs reported few graduates.

Table 5

Ranking of States by Number of Certified Graduates of Special Education Programs (1980-81)

Rank	State	IHES with SPE Programs	Number and Percentage of Responding IHEs	Number of Certified Graduates
1	New York	52	21/ 40.3%	1,693
2	Pennsylvania	28	28/100.0%	1,625
3	California	43	27/ 62.7%	1,156
4	Texas	47	31/ 65.9%	1,113
5	North Carolina	21	17/ 80.9%	811
6	Illinois	16	10/ 62.5%	797
7	Ohio	36	19/ 52.7%	770
8	Michigan	16	10/ 62.5%	753
9	Florida	19	17/ 89.4%	715
10	New Jersey	17	10/ 58.8%	549
11	Minnesota	9	5/ 55.5%	532
12	Wisconsin	15	11/ 73.3%	519
13	Virginia	14	14/100.0%	518
14	Indiana	21	16/ 76.1%	501
15	Tennessee	21	15/ 71.4%	492
16	Massachusetts	17	7/ 41.1%	485
17	Alabama	18	13/ 72.2%	458
18	Connecticut	6	6/100.0%	455
19	Georgia	17	15/ 88.2%	454
20	Arkansas	12	11/ 91.6%	446
21	Missouri	29	19/ 65.5%	441

22	Oklahoma	16	16/100.0%	410
23	Arizona	4	4/100.0%	406
24	Iowa	19	16/ 84.2%	342
25	Colorado	9	6/ 66.6%	336
26	Mississippi	11	11/100.0%	332
27	West Virginia	13	13/100.0%	332
28	Kentucky	11	10/ 90.9%	324
29	Kansas	7	5/ 71.4%	305
30	Maryland	11	6/ 54.5%	302
31	Utah	5	5/100.0%	287
32	South Carolina	12	10/ 83.3%	286
33	Nebraska	14	11/ 78.5%	282
34	Washington	13	8/ 61.5%	259
35	District of Columbia	7	7/100.0%	184
36	Oregon	8	6/ 75.0%	180
37	New Hampshire	5	5/100.0%	177
38	Louisiana	15	11/ 73.3%	165
39	South Dakota	5	5/100.0%	163
40	New Mexico	5	4/ 80.0%	157
41	Vermont	8	8/100.0%	116
42	Maine	4	3/ 75.0%	109
43	Idaho	5	5/100.0%	101
44	Montana	4	3/ 75.0%	87
45	North Dakota	2	2/100.0%	77
46	Nevada	3	3/100.0%	75
47	Rhode Island	3	2/ 66.6%	53
48	Delaware	2	2/100.0%	43
49	Hawaii	1	1/100.0%	38
50	Alaska	1	1/100.0%	20
51	Wyoming	1	1/100.0%	15

Note: IHEs = institutions of higher education. The percentage of IHEs that responded within each state is identified and should be considered when interpreting the data on graduates.

Enrollments

National data. In spring 1982, 88, 115 students were enrolled in 511 special education personnel preparation programs. Of the total, 44, 708 were in bachelor's programs; 41,311 were in master's programs; 751 were enrolled in advanced graduate/sixth year programs; and 1,345 were pursuing doctoral degrees. The totals were derived from first-tier data.

Regional data. A comparison of enrollments in special education personnel preparation programs,

when grouped according to RRC-regions, revealed institutions from states in the Great Lakes region reported the largest number of students (Table 6). Approximately 3,000 fewer students were enrolled in responding programs from the South Atlantic region. IHEs in the Western region reported the fewest students enrolled, less than half the numbers reported by responding programs in either the Great Lakes or the South Atlantic region.

Table 6

Regional Summary of Special Education Personnel Preparation Programs
(Spring 1982)

Region	IHEs with SPE	Number and Percent of Responding IHE Programs	Number of Students				
			Bachelor's	Master's	EDS	Doctorate	Total
Northeast	65	45/ 69.2%	4,356	4,792	182	139	9,469
MidSouth	112	94/ 83.9%	8,217	5,968	74	226	14,485
South Atlantic	207	146/ 70.5%	9,679	9,764	272	349	20,064
Great Lakes	141	99/ 70.2%	13,644	8,882	158	369	23,053
Mountain Plains	95	73/ 76.8%	6,673	4,907	48	128	11,756
Western	78	55/ 70.5%	2,139	6,998	17	134	9,288
Total			44,708	41,311	751	1,345	88,115

Note: IHEs = institutions of higher education; SPE = special education; and EDS = advanced graduate/sixth year program. The percentage of responding IHEs in a region is identified and should be considered when interpreting enrollment data.

Northeast (ME NH MA CT RT NY NJ VT)	Great Lakes (IL OH IN PA WI MN MI)
MidSouth (MD DE VA WV DC KY TN SC NC)	Mountain Plains (MT WY ND SD UT CO NB KS IA MO)
South Atlantic (GA AL FL MS NM TX OK AR LA)	Western (OR ID WA AK NV HI CA AZ)

State data. The number of students enrolled in programs at various levels in each state is presented in Table 7. IHEs in Pennsylvania reported the greatest number of students enrolled in special education programs. New York, California and Illinois were ranked second through fourth, respectively. IHEs in each of the aforementioned states reported more than 4,000 students enrolled in special education personnel preparation programs. In contrast both Alaska and Hawaii reported less than 100 students.

Areas of Preparation Within Special Education

Four hundred ninety-nine IHEs provided information on the areas of preparation offered in their special education programs. Figure 6 presents a summary of this information. Two hundred eleven IHEs (42%) prepared students in only one area of special education; one institution prepared students in 12 areas. Eighty-three per cent of the IHEs prepared students in four or fewer areas.

Table 7

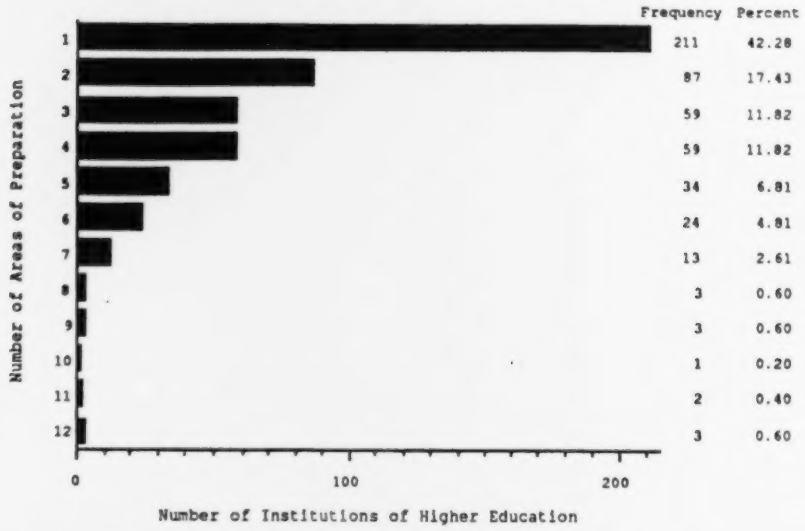
State Summary of Graduates of and Enrollments in Special Education Personnel Preparation Programs (Spring 1982)

State	IHES with SPE Programs	Number and Percentage of Responding IHEs	Number of Students				
			Bachelor's	Master's	EDS	Doctorate	Total
Alabama	18	13/ 72.2%	721	441	22	13	1,197
Alaska	1	1/100.0%	0	26	0	0	26
Arizona	4	4/100.0%	594	656	0	37	1,287
Arkansas	12	11/ 91.6%	1,234	862	0	3	2,099
California	43	27/ 62.7%	130	4,675	0	26	4,831
Colorado	9	6/ 66.6%	819	548	4	24	1,395
Connecticut	6	6/100.0%	1,068	1,715	45	56	2,884
Delaware	2	2/100.0%	351	21	0	0	372
District of Columbia	7	7/100.0%	264	463	0	67	794
Florida	19	17/ 89.4%	1,502	1,115	34	69	2,720
Georgia	17	15/ 88.2%	475	1,668	162	44	2,349
Hawaii	1	1/100.0%	0	61	0	0	61
Idaho	5	5/100.0%	205	90	3	8	306
Illinois	16	10/ 62.5%	2,911	1,152	5	77	4,145
Indiana	21	16/ 76.1%	965	415	6	18	1,404
Iowa	19	16/ 84.2%	895	692	21	11	1,619
Kansas	7	5/ 71.4%	293	1,425	8	49	1,775
Kentucky	11	10/ 90.9%	929	753	3	7	1,692
Louisiana	15	11/ 73.3%	606	654	14	0	1,274
Maine	4	3/ 75.0%	430	395	0	0	825
Maryland	11	6/ 54.5%	628	272	5	37	942
Massachusetts	17	7/ 41.1%	665	335	0	0	1,000
Michigan	16	10/ 62.5%	1,604	902	15	12	2,533
Minnesota	9	5/ 55.5%	732	2,246	60	74	3,112
Mississippi	11	11/100.0%	769	314	37	21	1,141
Missouri	29	19/ 65.5%	1,426	879	13	0	2,318
Montana	4	3/ 75.0%	296	93	0	0	389
Nebraska	14	11/ 78.5%	972	454	0	10	1,436
Nevada	3	3/100.0%	178	101	12	5	296
New Hampshire	5	5/100.0%	285	190	0	0	475
New Jersey	17	10/ 58.8%	1,266	1,059	122	44	2,491
New Mexico	5	4/ 80.0%	263	661	15	39	978
New York	52	21/ 40.3%	1,874	2,982	3	137	4,996
North Carolina	21	17/ 80.9%	1,898	531	1	18	2,448
North Dakota	2	2/100.0%	174	150	0	5	329
Ohio	36	19/ 52.7%	1,244	653	3	21	1,921
Oklahoma	16	16/100.0%	834	571	0	33	1,438
Oregon	8	6/ 75.0%	46	975	2	26	1,049
Pennsylvania	28	28/100.0%	4,475	3,046	69	151	7,741
Rhode Island	3	2/ 66.6%	182	232	0	0	414
South Carolina	12	10/ 83.3%	573	634	48	0	1,255
South Dakota	5	5/100.0%	523	299	0	0	822
Tennessee	21	15/ 71.4%	1,523	609	1	34	2,167
Texas	47	31/ 65.9%	1,664	1,157	0	29	2,850
Utah	5	5/100.0%	1,175	361	2	29	1,567
Vermont	8	8/100.0%	197	205	0	0	402
Virginia	14	14/100.0%	1,255	1,055	16	38	2,364
Washington	13	8/ 61.5%	986	414	0	32	1,432
West Virginia	13	13/100.0%	796	1,630	0	25	2,451
Wisconsin	15	11/ 73.3%	1,713	468	0	16	2,197
Wyoming	1	1/100.0%	100	6	0	0	106
Total			44,708	41,311	751	1,345	88,115

Note: The percentage of responding IHEs in a state is identified and should be considered when interpreting enrollment data. EDS equals advanced graduate/sixth year program.

Figure 6

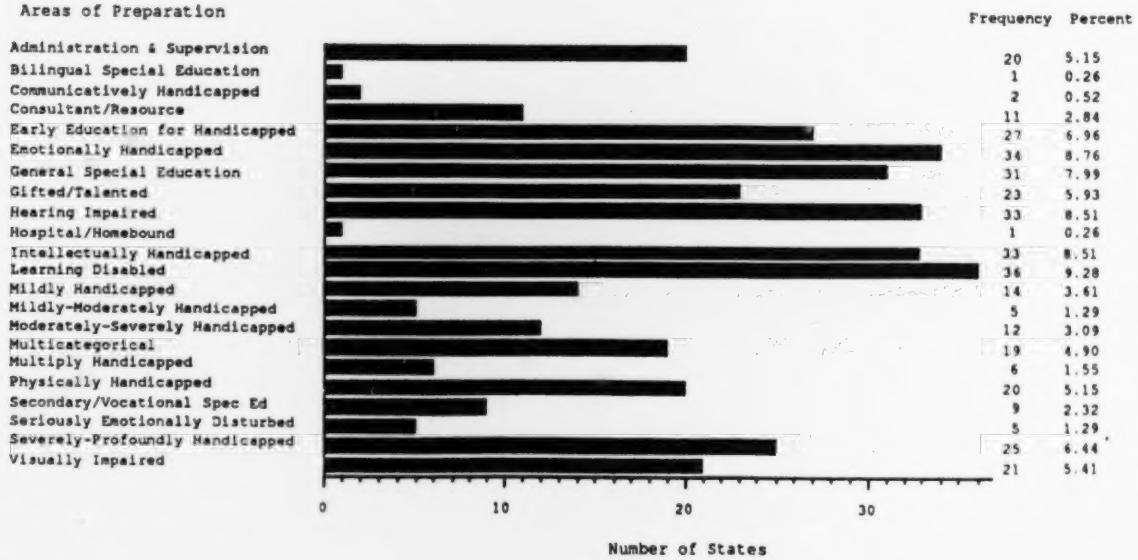
Number of Areas of Preparation within Special Education Programs Offered by Institutions of Higher Education



IHEs reported more than 135 titles for areas of preparation in the special education programs they offered. The titles have been organized into a taxonomy with 22 categories. The number of states (including the District of Columbia) offering preparation programs in each of the 22 areas is depicted in Figure 7. Over 70% of the states (36) offered preparation in "learning disabled". "Emotionally handicapped" was the next most common area of preparation. Thirty-four states offered

Figure 7

Number of States Preparing Special Education Personnel in Various Areas

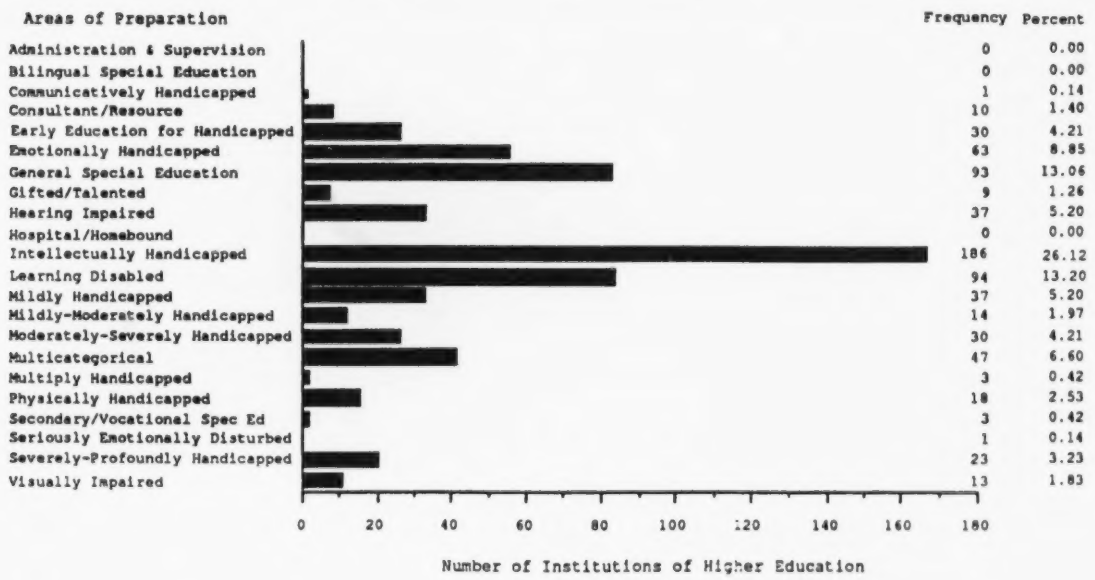


preparation programs in this area, and more than 30 states offered preparation in the areas of "intellectually handicapped", "hearing impaired" and "general special education". Preparation programs in "communicatively handicapped", "mildly-moderately handicapped", "seriously emotionally disturbed" or "multiply handicapped" were reported in only a few states. Only one state reported preparation in either "bilingual special education" or "hospital/homebound".

Areas of preparation in bachelor's programs. Four hundred and twenty IHEs with bachelor's level programs in special education were identified through the survey. The number of IHEs offering bachelor's level preparation for special educators in each of 22 areas is depicted in Figure 8. The most frequently reported area (186 cases) was "intellectually handicapped". More than 90 IHEs offered bachelor's programs for teachers of children with learning disabilities, and a similar number reported programs for the preparation of teachers for children with emotional problems. Only one bachelor's program was identified in the areas of "communicatively handicapped" and "seriously emotionally disturbed"; and no IHEs reported bachelor's programs in "administration and supervision of special education", "bilingual special education" or "hospital/homebound instruction".

Figure 8

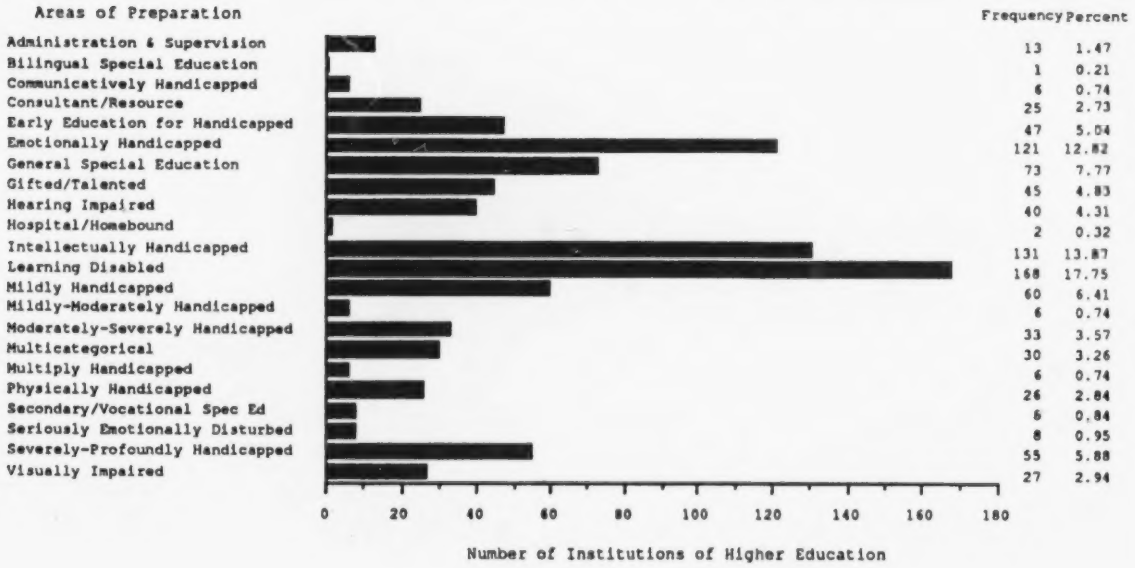
Areas of Preparation in Bachelor's Special Education Programs



Areas of preparation in master's programs. Figure 9 displays the relative frequency of graduate preparation programs in 22 areas. At the master's level, the most frequently identified area of preparation was "learning disabled". One hundred sixty-eight (48%) of the 352 IHEs preparing graduate special education teachers offered programs in this area. The areas of "intellectually handicapped" and "emotionally handicapped" were second and third, respectively.

Figure 9

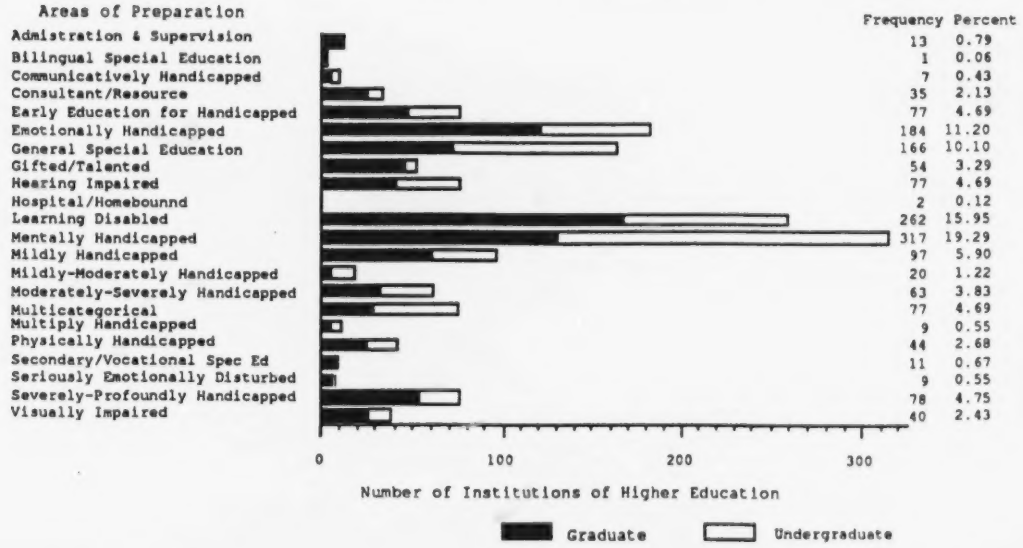
Areas of Preparation in Master's Level Special Education Programs


Areas of Preparation
Frequency Percent
Administration & Supervision 13 1.47
Bilingual Special Education 1 0.21
Communicatively Handicapped 6 0.74
Consultant/Resource 25 2.73
Early Education for Handicapped 47 5.04
Emotionally Handicapped 121 12.82
General Special Education 73 7.77
Gifted/Talented 45 4.83
Hearing Impaired 40 4.31
Hospital/Homebound 2 0.32
Intellectually Handicapped 131 13.87
Learning Disabled 168 17.75
Mildly Handicapped 60 6.41
Mildly-Moderately Handicapped 6 0.74
Moderately-Severely Handicapped 33 3.57
Multicategorical 30 3.26
Multiply Handicapped 6 0.74
Physically Handicapped 26 2.84
Secondary/Vocational Spec Ed 6 0.84
Seriously Emotionally Disturbed 8 0.95
Severely-Profoundly Handicapped 55 5.88
Visually Impaired 27 2.94
0 20 40 60 80 100 120 140 160 180
Number of Institutions of Higher Education

A comparison of the frequencies of bachelor's and master's programs in 22 areas of preparation is presented in Figure 10. With the exceptions of the areas of "intellectually handicapped" and "multicategorial", greater numbers of training programs existed at the master's level in all areas of preparation. Although more IHEs reported offering bachelor's programs than reported master's programs in special education, the number of areas of preparation was substantially greater at the master's

Figure 10

Bachelor's and Master's Special Teacher Preparation Programs in Various Areas

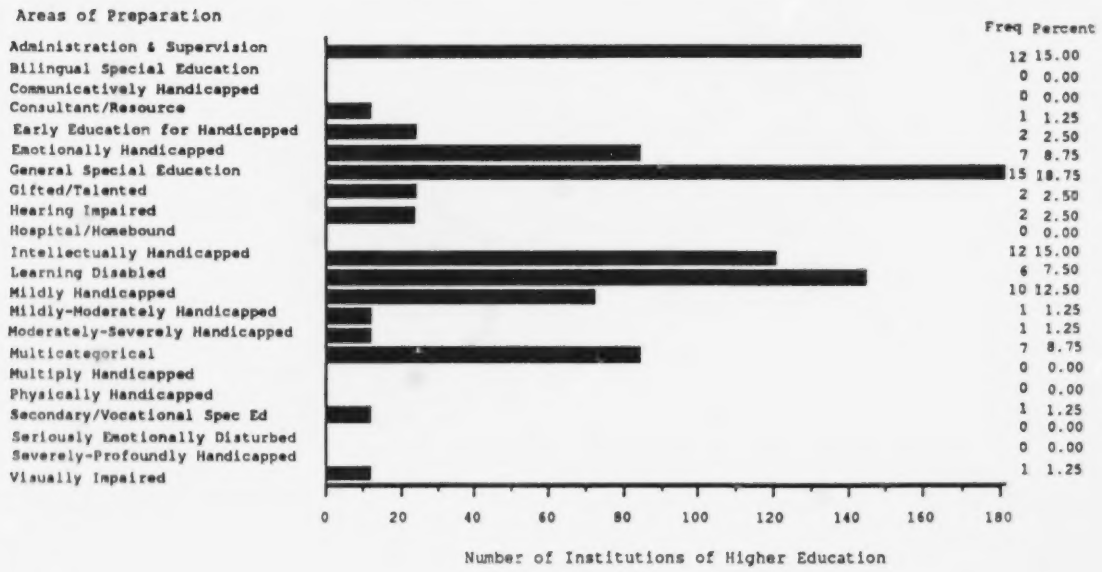


level. A total of 712 areas were reported by the 420 IHEs offering bachelor's programs - an average of 1.72 areas each. The 352 IHEs offering master's programs reported providing 931 areas; this represents an average of 2.64 areas per program.

Areas of preparation in advanced graduate programs. IHEs (56) offering sixth year/advanced graduate programs prepared personnel in 15 of the 22 areas. Figure 11 illustrates the number of IHEs with programs in each area. The most frequently reported area of preparation (15 IHEs) was "general special education". Programs in "administration and supervision of special education" and "learning disabled" were the next most common with 12 IHEs offering sixth year programs in each of these areas. None of the IHEs reported advanced graduate/sixth year programs in "bilingual special education", "communicatively handicapped", "hospital/homebound", "multiply handicapped", "physically handicapped", "seriously emotionally disturbed" or "severely-profoundly handicapped".

Figure 11

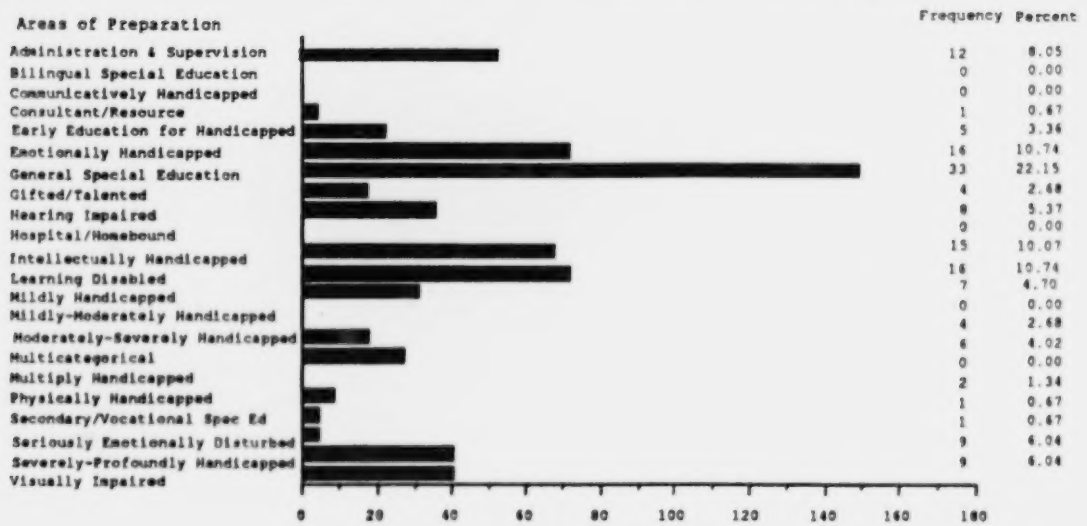
Areas of Preparation in Advanced Graduate/Sixth Year Special Education Programs


Areas of Preparation
Freq Percent
Administration & Supervision 12 15.00
Bilingual Special Education 0 0.00
Communicatively Handicapped 0 0.00
Consultant/Resource 1 1.25
Early Education for Handicapped 2 2.50
Emotionally Handicapped 7 8.75
General Special Education 15 18.75
Gifted/Talented 2 2.50
Hearing Impaired 2 2.50
Hospital/Homebound 0 0.00
Intellectually Handicapped 12 15.00
Learning Disabled 6 7.50
Mildly Handicapped 10 12.50
Mildly-Moderately Handicapped 1 1.25
Moderately-Severely Handicapped 1 1.25
Multicategorical 7 8.75
Multiply Handicapped 0 0.00
Physically Handicapped 0 0.00
Secondary/Vocational Spec Ed 1 1.25
Seriously Emotionally Disturbed 0 0.00
Severely-Profoundly Handicapped 0 0.00
Visually Impaired 1 1.25
0 20 40 60 80 100 120 140 160 180
Number of Institutions of Higher Education

Areas of preparation in doctoral programs. The 67 IHEs with doctoral programs in special education reported preparing students in 17 areas of concentration. The number of IHEs offering preparation in each area is depicted in Figure 12. Almost half of the IHEs (33) offered preparation in "general special education". Programs in this area were twice as numerous as any other. The next most common areas of preparation were "emotionally handicapped" and "learning disabled". Only one IHE reported preparing doctoral students in "consultant/resource", "secondary/vocational special education" or "seriously emotionally disturbed". No doctoral programs were reported in "bilingual special education", "communicatively handicapped", "hospital/homebound", "mildly/moderately handicapped" or "multiply handicapped".

Figure 12

Areas of Preparation in Doctoral Special Education Programs



Enrollments in Areas of Preparation

National. Total enrollments in programs in each of the 22 areas of preparation are presented in Table 8. These enrollments are based on second-tier data. The largest number of students (20,981) was enrolled in "general special education". This area of preparation had the largest enrollments at the bachelor's, advanced graduate and doctoral levels. The second highest enrollment was in the area of "intellectually handicapped" (14,628), followed closely by "learning disabled" (14,185). Seventy-eight per cent of the students studying in the area of "intellectually handicapped" were enrolled in bachelor's programs. "Learning disabled" had the highest enrollment of all areas of preparation in master's programs. More than 5,000 students each were enrolled in programs in "mildly handicapped " and "emotionally handicapped"; the preponderance of students in both areas were enrolled in master's programs.

Fewer than 1,000 students were identified in each of eight areas of preparation: "visually impaired", "communicatively handicapped", "administration and supervision of special education", multiply handicapped", "secondary/vocational special education", "seriously emotionally disturbed", "hospital/homebound", and "bilingual special education". Students matriculating in the area of "visually impaired" were about equally distributed between bachelor's and master's programs. Students studying in the area of "communicatively handicapped" were predominately enrolled in graduate programs in a single state (California). All of the identified programs in "supervision and administration of special education" were at the graduate level. A substantial majority of the students in the areas of "multiply handicapped", "secondary/vocational special education" and "seriously emotionally disturbed" were at the master's level. The areas with the lowest total enrollments were "hospi-

Table 8

Enrollments in Special Education Programs by Areas of Preparation (Spring 1982)

National

Areas of Preparation	Number IHES with Programs	Number of Students				
		Bachelor's	Master's	EDS	Doctorate	Total
Administration & Supervision	27	0	160	133	100	393
Bilingual Special Education	1	0	2	0	0	2
Communicatively Handicapped	6	90	370	0	0	460
Consultant/Resource	31	795	786	6	1	1588
Early Education for Handicapped	66	644	1016	2	18	1680
Emotionally Handicapped	149	2375	3410	28	85	5898
General Special Education	133	12259	7984	194	544	20981
Gifted/Talented	51	152	1322	8	13	1495
Hearing Impaired	63	2005	749	3	38	2795
Hospital/Homebound	2	0	16	0	0	16
Intellectually Handicapped	225	11387	3090	73	78	14628
Learning Disabled	217	3761	10108	164	152	14185
Mildly Handicapped	77	2660	5127	27	89	7903
Mildly-Moderately Handicapped	17	1116	328	3	0	1447
Moderately-Severely Handicapped	43	1461	855	2	32	2350
Multicategorical	55	2876	1462	34	34	4406
Multiply Handicapped	7	33	102	0	0	135
Physically Handicapped	33	610	456	0	19	1085
Secondary/Vocational Special Education	10	30	72	2	1	105
Seriously Emotionally Disturbed	8	15	68	0	1	84
Severely-Profoundly Handicapped	67	321	1339	0	36	1696
Visually Impaired	34	430	437	1	29	897
Total		43020	39259	680	1270	84229

Note: EDS equals advanced graduate/sixth year program.

tal/homebound" (16) and "bilingual special education "(2). In both areas programs were identified in only one state, and the programs were at the master's level.

Among students matriculating in doctoral programs, the largest number was enrolled in "general special education". One hundred or more doctoral students were enrolled in either the area of "learning disabled" or "administration and supervision of special education". Only one student was identified in doctoral programs in each of the following areas: "consultant/resource", "secondary/ vocational special education", and "seriously emotionally disturbed". No doctoral programs were identified in the areas of "bilingual special education", "communicatively handicapped", "hospital/ homebound", "mildly/moderately handicapped", or "multiply handicapped".

Regional. Enrollments by levels of preparation (bachelor's through doctoral) and areas of preparation are analyzed on the basis of RRC-regions in Appendix D. These enrollments were derived from second-tier data.

All areas of preparation were not offered in all regions of the country. When bachelor's and master's programs are combined, at least seventeen areas were offered in each RRC-region. In the Northeast programs were not identified in six areas: "bilingual special education", "hospital/homebound", "multiply handicapped", "physically handicapped, "seriously emotionally disturbed" and "visually impaired". IHEs in the MidSouth did not report programs in "bilingual special education", "communicatively handicapped" , "hospital/homebound", "multiply handicapped", or "seriously emotionally disturbed". In the South Atlantic region, bachelor's or master's programs were not reported in "bilingual special education", "communicatively handicapped", and "consultant/resource". Similarly, IHEs in the Great Lakes region did not report programs in "bilingual special education" and "communicatively handicapped". Also, no programs in "secondary/vocational special education" were identified in this region. In the Mountain Plains region, programs were not identified in "bilingual special education", "communicatively handicapped", "hospital/homebound", "mildly-moderately handicapped", or "seriously emotionally disturbed". In the Western region programs were not reported in "hospital/homebound", "mildly-moderately handicapped" or "moderately-severely handicapped".

Areas of preparation for advanced graduate or doctoral programs were more restricted within regions than were those for bachelor's and master's programs. In the Northeast advanced graduate or doctoral programs were available in only five areas: "emotionally handicapped", "general special education", "gifted/talented", "intellectually handicapped" and "learning disabled". The options were greater in the other regions. In the MidSouth programs were identified in eight areas of preparation. The South Atlantic region reported programs in 15 areas, and IHEs in the Great Lakes region reported programs in 14 areas. Programs in the Mountain Plains offered advanced graduate or doctoral programs in nine areas, and 11 areas were reported by IHEs in the Western region.

State. The states offering bachelor's and/or master's programs in each of the 22 areas of preparation are identified in Figure 13. The figure provides a ranking of states according to enrollments in areas of preparation.

Figure 13

Ranking of States Preparing Special Education Teachers and Administrators/Supervisors *

Areas of Preparation

IH	LD	EM	HI	VI	GT	ECE	MLT	ADM	HSP	GEN	SPH	PH
WI (1140)	MN (1266)	VA (530)	IL (398)	CA (168)	KS (228)	WI (237)	CO (31)	WA (56)	GA (16)	PA (6747)	CA (619)	CA (215)
VA (1078)	IL (1070)	IL (493)	NJ (293)	IL (106)	WV (176)	MN (210)	IN (31)	GA (21)		NY (2978)	OH (187)	NY (160)
WV (1054)	FL (1021)	MI (493)	CO (225)	MI (103)	NC (147)	VA (148)	IL (24)	KY (20)		CT (2633)	OR (171)	MI (145)
IL (868)	WV (805)	FL (424)	NC (194)	PA (100)	NM (128)	IA (122)	AL (18)	OH (20)		TN (2123)	LA (109)	IL (140)
NC (739)	MO (783)	NY (373)	PA (171)	FL (85)	GA (125)	AL (101)	NY (18)	MI (12)		NJ (1576)	KY (64)	WV (123)
NB (714)	AR (760)	MN (314)	MI (163)	KY (57)	CA (116)	CT (100)	AZ (13)	IL (10)		WA (1268)	AR (55)	SC (53)
MO (687)	TX (635)	GA (272)	NY (115)	TX (40)	TX (105)	NB (95)		CA (5)		TX (1217)	CT (50)	IN (42)
CO (670)	KS (628)	MO (257)	KY (113)	NY (34)	FL (81)	GA (92)		KS (5)		MD (482)	VT (42)	IA (30)
NY (614)	MI (584)	WV (255)	FL (111)	CO (27)	ME (65)	TX (65)		AZ (4)		NM (396)	ID (40)	MS (23)
MI (591)	NY (564)	UT (245)	OK (97)	ND (25)	LA (58)	KS (60)		DE (4)		MT (324)	KS (40)	TX (22)
GA (588)	WI (516)	WI (220)	OH (84)	MS (22)	NB (52)	LA (60)		MN (2)		ID (252)	MD (40)	AR (21)
AL (556)	OK (503)	KS (206)	SD (80)	OH (22)	OH (32)	MO (58)		VT (1)		WY (93)	VA (32)	OH (20)
OH (551)	VA (465)	AL (200)	IN (65)	NB (18)	CO (30)	MA (56)				DC (80)	MA (29)	VA (16)
FL (536)	SC (379)	AZ (182)	MD (65)	OR (15)	AR (26)	CA (39)				AZ (50)	AZ (27)	MN (13)
MN (528)	NC (351)	SC (166)	MN (65)	SD (14)	AL (22)	SD (31)				NC (12)	SD (24)	SD (12)
IN (499)	IN (349)	TX (161)	WI (56)	AR (13)	OK (15)	ND (27)				CA (10)	IN (22)	CO (8)
OK (379)	NB (322)	ME (120)	AL (55)	AZ (4)	MS (14)	DC (25)				AL (2)	WA (22)	NC (7)
SC (379)	GA (321)	IA (114)	ND (52)	NC (4)	VA (12)	MI (25)					HI (20)	OK (7)
IA (372)	IA (289)	CO (107)	DC (48)	VA (4)	AZ (10)	VT (22)					NC (13)	GA (5)
KS (328)	AZ (279)	NM (105)	AR (39)	AL (3)	IN (10)	AZ (20)					ND (11)	FL (4)
UT (318)	CO (269)	LA (97)	SC (30)	GA (3)	PA (9)	HI (20)					IA (10)	
TX (260)	LA (228)	OK (75)	UT (29)		TN (9)	IL (15)					MT (10)	
MD (229)	UT (224)	IN (68)	LA (27)		MN (4)	WA (12)					PA (10)	
AR (167)	NM (211)	SD (52)	KS (25)			IN (10)					IL (8)	
LA (140)	AL (205)	NV (40)	VA (25)			NV (6)					WY (5)	
ME (128)	ME (177)	NC (38)	OR (24)			AR (2)						
ND (128)	NJ (160)	AR (36)	CA (20)			DE (2)						
AZ (102)	NH (135)	NH (35)	GA (20)									
NM (80)	SD (123)	DC (33)	AZ (18)									
SD (37)	ND (61)	NB (22)	MS (18)									
NH (8)	MD (54)	ND (20)	TX (18)									
NV (5)	MT (35)	MD (12)	NB (6)									
DC (4)	DC (34)	MS (12)	WA (5)									
	AK (26)	MT (8)										
	OH (24)											
	HI (13)											

Figure 13. Continued.

Areas of Preparation

MSV	SED	MH	MOD	CO	BIL	MCAT	CON	SVO
MA (842)	AR (46)	CA (2951)	LA (488)	CA (456)	CA (2)	MS (994)	UT (674)	KS (45)
MN (465)	OH (16)	KY (1305)	NC (465)	NM (4)		OH (934)	VT (335)	GA (16)
IL (288)	MN (12)	AR (931)	NH (269)			IA (650)	ME (185)	WA (11)
GA (190)	CA (6)	OR (781)	ME (150)			IL (465)	CA (172)	HI (8)
IN (132)	ID (3)	GA (474)	IL (72)			FL (329)	NB (83)	WY (8)
KY (103)		DE (361)				OK (296)	MA (73)	DE (5)
NB (100)		RI (332)				NV (168)	IL (21)	CA (4)
RI (82)		SD (248)				IN (152)	KY (20)	OK (3)
SC (57)		DC (244)				MO (111)	MN (16)	VT (2)
MO (42)		IL (85)				MN (71)	PA (2)	
MT (12)		FL (26)				NC (49)		
KS (3)		WA (26)				SD (30)		
		MD (18)				NH (26)		
		WV (5)				TX (24)		
						CA (22)		
						LA (17)		

Heading Key

Administration & Supervision	ADM	Learning Disabled	LD
Bilingual Special Education	BIL	Mildly Handicapped	MH
Communicatively Handicapped	CO	Mildly-Moderately Handicapped	MOD
Consultant/Resource	CON	Moderately-Severely Handicapped	MSV
Early Education for Handicapped	ECE	Multicategorical	MCAT
Emotionally Handicapped	EM	Multiply Handicapped	MLT
General Special Education	GEN	Physically Handicapped	PH
Gifted/Talented	GT	Secondary/Vocational Special Education	SVO
Hearing Impaired	HI	Seriously Emotionally Disturbed	SED
Hospital/Homebound	HSP	Severely-Profoundly Handicapped	SPH
Intellectually Handicapped	IH	Visually Impaired	VI

*Note: Based on enrollments in undergraduate and master's or graduate certification programs only.

Enrollments reported in states are printed in parentheses

Thirty-six states prepare students in the area of "learning disabled". Among these, IHEs in three states - Minnesota, Illinois and Florida - reported more than 1,000 students enrolled in programs. A total of twelve states reported more than 500 hundred students enrolled in this area. Seven states had fewer than 100 students each enrolled in "learning disabled" programs.

The second most common area of preparation was "emotionally handicapped". Virginia reported more students being prepared in this area than any other state. Illinois, Michigan and Florida each reported more than 400 students, and IHEs in Montana reported only eight students enrolled in this area.

Programs preparing teachers in the areas of "intellectually handicapped" or "hearing impaired" were each reported in 33 states. Among those states preparing personnel in "intellectually handicapped", Wisconsin, Virginia and West Virginia each had more than 1,000 students enrolled. Fewer than 10 students were enrolled in programs in two states and The District of Columbia. In the area of "hearing impaired", Illinois reported the most students being prepared (398). New Jersey and Colorado each reported more than 200 students. Few students were enrolled in available programs in Washington and Nebraska.

In eight areas of preparation, bachelor's or master's programs were identified in ten or fewer states. "Consultant/resource" teachers were being prepared in only ten states and programs in "secondary/vocational special education" were identified in only nine. Six states offered programs in "multiply handicapped"; and programs in "seriously emotionally disturbed" or "moderately-severely handicapped" were identified in only five states each. Two states (California and New Mexico) offered programs in "communicatively handicapped", and IHEs with programs in "hospital/homebound" instruction and "bilingual special education" were identified in Georgia and California, respectively.

A state by state analysis of the number of programs identified in each area of preparation is provided in Appendix E. The analysis also provides information on enrollments in each area of preparation at each programmatic level (bachelor's through doctoral). States with the highest overall enrollments in the various areas are:

Areas of preparation	States
Administration and supervision of special education	Georgia
Bilingual special education	California
Communicatively handicapped	California
Consultant/resource	Utah
Early education for the handicapped	Connecticut
Emotionally handicapped	Michigan
General special education	Connecticut
Gifted/talented	Kansas

Hearing impaired	Colorado
Hospital/homebound	Georgia
Learning disabled	Minnesota
Intellectually handicapped	Colorado
Mildly handicapped	California
Mildly-moderately handicapped	North Carolina
Moderately-severely handicapped	Massachusetts
Multicategorical	Iowa
Multiply handicapped	Colorado
Physically handicapped	New York
Secondary/vocational special education	Kansas
Seriously emotionally disturbed	Arkansas
Severely/profoundly handicapped	California
Visually impaired	California

Conclusions

The TED survey had several limitations. Among these was the fact that state coordinators may not have succeeded in identifying all IHEs offering special education programs. The study did not contain a mechanism for assuring state coordinators contacted knowledgeable persons in their respective SEAs nor was there a way to check that the information provided by SEAs was accurate. Additionally, the IHEs which responded to the data may not have been representative of the general population of special education personnel preparation programs. For example, smaller programs may have found it easier to provide information than their larger counterparts; and, consequently, results may be based on responses from a disproportionate number of the former programs. Not all programs that participated in the study answered all the items on the survey form, and the reliability of the information provided by IHEs was not determined. The 22 areas of preparation derived for the purpose of clustering titles of areas of preparation were somewhat arbitrary, and the reliability of assigning titles of areas of preparation to categories in the taxonomy was not assessed.

Recognizing the preceding limitations the study yielded the following major findings:

Number of programs

* In spring 1982 there were 698 IHEs offering special education personnel preparation programs.
* Approximately one-half of the IHEs with special education programs were locate in the South Atlantic and Great Lakes regions.
* Thirty-one per cent of the IHEs offered preparation at the undergraduate/bachelor's level only.
* Seventy-six per cent of the programs focussed on the preparation of special

education teachers, i.e., offered preparation at the bachelor's and/or master's levels only.

* There were 67 IHEs with doctoral programs in special education.
* Special education personnel preparation programs had approximately 135 different titles.
* Forty-two per cent of the programs prepared students in only one area of special education. At the undergraduate level the most common area of preparation was intellectually handicapped. At the master's level the most frequently offered program was in the area of learning disabilities; and at the advanced graduate level, general special education was the most frequently offered area of preparation.

* A greater variety of areas of preparation within special education was available at the master's level than at the bachelor's level.

Faculty

* There were 2,388 full-time faculty employed in special education personnel preparation programs - an average of 4.67 per program.
* One hundred IHEs had only one full-time faculty member in their special education programs, and 33 programs employed zero full-time faculty members in special education.
* IHEs which did not offer programs of advanced graduate preparation (sixth year or doctoral) employed an average of 3.5 full-time faculty in special education; those with doctoral programs in special education had an average of 10 full-time faculty.
* IHEs employed an average of 3.5 part-time faculty in special education programs. Those IHE's without advanced graduate preparation programs employed approximately three part-time faculty in special education; those with doctoral programs averaged 5.7.
* Programs with low enrollments (fewer than 50 students) employed more part-time that full-time faculty. Programs with more than 100 students employed more full-time than part-time faculty, and as enrollments in programs increased so did the number of full-time and part-time faculty.

Graduates

* During 1980-81 there were 21,246 newly certified graduates of special education programs. Although New York reported the largest number of graduates,more than half of the national total came from IHEs in the South Atlantic and Great Lakes regions of the country.

Enrollments

* Responding IHEs reported 88,115 students enrolled in special education programs. The majority (44,708) were in bachelor's programs; 41,311 were enrolled in master's programs; 751 were in advanced graduate/sixth year programs; and there were 1,345 in doctoral programs.
* The largest number of students were enrolled in programs in general special education. The next largest enrollments were in the areas of intellectually handicapped and learning disabled, respectively.

Appendix A

SURVEY OF SPECIAL EDUCATION
TRAINING PROGRAMS

The Small College Caucus of the Teacher Education Division (TED), Council for Exceptional Children (CEC), is conducting a nationwide survey of all college/university programs which prepare teachers of exceptional children. The purposes of this study are to ascertain the status of special education teacher preparation programs in each state and to develop a data base on these programs. Please complete this questionnaire by _____ and return it to:

If you would like to receive a copy of the results of this survey, please check the box which follows. ☐

Your Name: _____

Department: _____

College/University: _____

Departmental Mailing Address: _____

_____

_____ ZIP _____

Departmental Phone Number(s): ( ) _____

1. Number of students currently enrolled in your Institution of Higher Education: _____

2. Number of faculty in Special Education:

_____ Full-time faculty

_____ Part-time faculty (adjunct, joint appointments, etc.)

3. The number of newly certified special education teachers graduated from your program during the period from September 1, 1980 - August 31, 1981: _____

Continued on other side

4. In the grid below, enter the NUMBER OF STUDENTS currently enrolled in the special education training programs offered by your institution. (CAUTION: Count each student only once, e.g., if a student is enrolled in a bachelor's degree program in special education, tally him/her only under column 2, "Bachelor's Degree"; do not count the student under both columns 1 & 2.)

TRAINING LEVELS

TRAINING AREAS:	1 Undergraduate Certification Program (when distinct from Bachelor's Degree program.)	2 Bachelor's Degree Program	3 Graduate Certification Program (when distinct from Master's Degree program)	4 Master's Degree Program	5 Ed.S. Degree Program	6 Ed.D./Ph.D. Degree Program
SUBTOTALS						

5. GRAND TOTAL of students currently enrolled in your special education program: _____

(The Grand Total should equal the sum of the subtotals for columns 1-6 and should represent the total number of students presently enrolled in the special education degree programs and separate special education certification programs offered by your institution.)

THANK YOU FOR TAKING TIME TO COMPLETE THIS QUESTIONNAIRE

Appendix B

Taxonomy of Titles Areas of Preparation in Special Education Personnel Programs (1982)*

Administration and Supervision of Special Education

Administration, Special Education
Supervision, Special Education
Special Education Director
Administration
Coordinator of special education services

Bilingual Special Education

Bilingual special education

Communicatively Handicapped

Communication handicapped

Consultant/Resource Teacher

Resource specialist
Special education resource teacher
Resource room teacher
Resource
Special education classroom/resource teacher
Teacher consultant
School consultation
Generic consultant teacher
Consultant teacher/learning specialist
Resource/consultant teacher

Early Education for the Handicapped

Early childhood handicapped
Early childhood special education
Pre-school handicapped
Young children with special needs
Pre-school impaired
Essentially early education
Handicapped preschool
Preprimary impaired

*Major heading (underlined) represent categories of titles for preparation areas. Entries under the headings are specific titles of areas reported by special education programs.

Emotionally Handicapped

Chronically disruptive
Emotionally conflicted
Emotionally disturbed
Socially/emotionally disturbed
Behavioral disorders
Socially emotionally disturbed
Emotional disturbance
Behavior disorders
Emotionally impaired
Behaviorally impaired
Educationally handicapped

General Special Education

General special education
Special education teachers
Generalist
Academic
Generic special education (excluding visually impaired, hearing impaired and speech/audiology)
Generic special education (excluding visually impaired, hearing impaired and physically handicapped)
Handicapped (excluding deaf, blind and learning disabled)
Non-categorical (excluding deaf, blind and mental handicapped)
Mentally and physically handicapped (excluding visually impaired and hearing impaired)
Special education (doctorate)

Gifted/Talented

Gifted
Gifted and talented

Hearing Impaired

Hearing handicapped
Hearing impaired
Deaf/hearing impaired
Aurally handicapped
Deaf
Deaf and hard of hearing

Hospital/Homebound

Intellectually Handicapped

Mentally handicapped
Intellectually handicapped
Mental retardation
Mental retardation-significant limited intellectual capacity
Educable mentally retarded
Mentally impaired

Learning Disabled

Peruptual-communication disorders
Specific learning disabilities
Learning disabilities
Learning disabled
Learning handicapped

Mildly Handicapped

Mutidisciplinary
Non-categorical
Interrelated
Learning handicapped
High incidence
Learning and behavior disorders
Multi-categorical
Mildly handicapped
Clinical teaching

Mildly-Moderately Handicapped

Cross-categorical

General special education
Generic special education
Non-categorical
Mildly-moderately handicapped
Generic

Moderately-Severely Handicapped

Trainable mentally retarded
Moderate special needs
Moderately handicapped
Moderately-severely handicapped
Developmentally disabled

Multicategorical (preparing teachers to work with specific categories of handicapping conditions)

Educable mentally retarded, learning disabilities/behavior disorders
Mental retardation and learning disabilities
Severely handicapped and learning handicapped
Emotionally disturbed, learning disabled and mentally retarded
Mentally retarded and physically handicapped
Learning disabled and mentally handicapped
Learning disabled and educable mentally retarded
General special education and early childhood special education
Mentally retarded and emotionally disturbed
Specific learning disabilities and emotionally handicapped

Multiply Handicapped

Multi-handicapped/hearing impaired
Multiply handicapped

Physically Handicapped

Motor disabilities
Physically disabled
Physically and orthopedically impaired
Orthopedically handicapped
Crippling conditions
Orthopedic disabilities

Orthopedically handicapped and other health impairments

Secondary/Vocational Special Education

Handicapped adolescents
Secondary, categorical
Secondary, handicapped
Vocational special education
Career/vocational education
Secondary/vocational special education
Vocational careers
Vocational education/special education
Secondary diversified
Occupational program
Interrelated prevocational
Educable mentally retarded, secondary

Seriously Emotionally Disturbed

Seriously disturbed-adolescent
Seriously disturbed/behavior disordered
Seriously emotionally impaired/autistic
Emotionally disturbed/autistic
Severe behavioral handicaps

Severely/Profoundly Handicapped

Moderately-profoundly handicapped
Severely handicapped
Severe mentally retardation
Severe/profound mental retardation
Severe special needs
Intensive special needs
Severely/multiply handicapped
Multihandicapped
Developmental/severe
Moderately, severely, profoundly retarded

Visually Impaired

Visually handicapped
Visually impaired

Blind and partially seeing
Blind
Blind/partially sighted

Appendix C

Ranking of IHE's By Number of Certified Graduates of Special Education Programs (1980-81)

Rank	Number of Certified Graduates	State	Institution
1	424	Michigan	Eastern Michigan University
2	300	North Carolina	Appalchian State University
3	255	Illinois	Illinois State University
4	250	Colorado	University Of Northern Colorado
5	250	Connecticut	Southern Connecticut State College
6	245	New York	State University College-Geneseo
7	237	Ohio	Ohio State University
8	231	Indiana	Ball State University
9	231	New York	State University College-Buffalo
10	228	Minnesota	St. Cloud State University
11	228	New York	Adelphi University
12	210	Ohio	Bowling Green State University
13	201	Texas	Texas Women's University
14	200	Pennsylvania	Beaver College
15	169	California	California State University, Northridge
16	165	New Jersey	Trenton State College
17	159	Massachusetts	Fitchburg State College
18	157	Wisconsin	University Of Wisconsin-Whitewater
19	156	Arizona	Arizona State University
20	155	Florida	University Of South Florida
21	155	Minnesota	Mankato State University
22	155	Pennsylvania	Slippery Rock State College
23	150	Illinois	Southern Illinois University-Carbondale
24	145	Wisconsin	University Of Wisconsin-Eau Claire
25	142	Georgia	Georgia State University
26	140	California	University Of California, Irvine
27	134	Arkansas	University Of Central Arkansas
28	130	Iowa	University Of Northern Iowa
29	129	New York	College Of St. Rose
30	127	Alabama	The University Of Alabama
31	127	Maryland	University Of Maryland
32	125	New York	Syracuse University
33	123	Utah	Brigham Young University
34	121	Arizona	Northern Arizona University
35	121	Washington	Central Washington University
36	120	Pennsylvania	Pennsylvania State University
37	120	West Virginia	West Virginia University
38	118	Illinois	Eastern Illinois University
39	115	Arizona	University Of Arizona
40	115	Pennsylvania	Bloomsburg State College
41	115	Tennessee	The University Of Tennessee
42	112	New York	City University Of New York, Queens College
43	110	Kansas	University Of Kansas
44	110	New Jersey	Glassboro State College
45	110	Tennessee	Memphis State University
46	107	Texas	Pan American University
47	105	Massachusetts	Regis College
48	105	Michigan	Michigan State University
49	104	North Carolina	East Carolina University
50	102	Florida	University Of North Florida
51	101	Ohio	Ohio University
52	100	District of Columbia	George Washington University
53	100	Kentucky	University Of Louisville
54	100	Massachusetts	Westfield State College
55	100	Mississippi	Jackson State University
56	100	Nebraska	Kearney State College
57	100	Pennsylvania	Antioch University-Philadelphia
58	100	Pennsylvania	Temple University
59	99	Texas	University Of Texas At Dallas
60	97	New Jersey	Kean College Of New Jersey

Appendix C Continued

Rank	Number of Certified Graduates	State	Institution
61	96	Tennessee	Middle Tennessee State University
62	94	Virginia	Virginia Commonwealth University
63	93	New York	Hofstra University
64	92	Iowa	The University Of Iowa
65	90	California	California State University, Fullerton
66	90	Florida	Florida State University
67	90	Missouri	Southwest Missouri State University
68	90	Oklahoma	Central State University
69	89	Florida	University Of Florida
70	89	Maine	University Of Maine At Farmington
71	88	New Hampshire	Keene State College
72	87	Nebraska	University Of Nebraska-Lincoln
73	87	New York	College Of Staten Island
74	85	California	California State University, San Diego
75	83	Arkansas	University Of Arkansas At Fayetteville
76	83	Minnesota	University Of Minnesota
77	83	South Carolina	Winthrop College
78	82	Kansas	Emporia State University
79	82	Pennsylvania	University Of Pittsburgh
80	81	Georgia	Atlanta University
81	81	Texas	West Texas State University
82	80	Illinois	Western Illinois University
83	80	Pennsylvania	Duquesne University
84	80	Pennsylvania	Indiana University Of Pennsylvania
85	79	Alabama	Auburn University
86	79	Utah	University Of Utah
87	78	West Virginia	Marshall University
88	77	Maryland	Western Maryland College
89	75	Alabama	Jacksonville State University
90	75	Virginia	James Madison University
91	74	New York	State University College-New Platz
92	72	Michigan	Northern Michigan University
93	71	Oklahoma	Oklahoma State University
94	70	California	California State University, Sacramento
95	70	California	University Of San Francisco
96	70	Oregon	University Of Oregon
97	70	Wisconsin	University Of Wisconsin-Madison
98	69	Florida	University Of West Florida
99	68	Arkansas	Arkansas State University
100	68	Michigan	Western Michigan University
101	68	Pennsylvania	Kutztown State College
102	67	Texas	Stephen F. Austin State University
103	66	Georgia	Valdosta State College
104	65	Illinois	Southern Illinois University-Edwardsville
105	65	Oklahoma	Northeastern Oklahoma State University
106	65	Pennsylvania	California State College
107	65	Texas	University Of Houston At Clear Lake City
108	65	Virginia	Old Dominion University
109	65	Washington	Western Washington University
110	64	Indiana	Indiana University, South Bend
111	64	Massachusetts	Wheelock College
112	64	New York	State University College-Plattsburgh
113	64	Texas	University Of Texas At San Antonio
114	63	Minnesota	Moorhead State University
115	63	Montana	Eastern Montana College
116	63	Virginia	Radford University
117	60	Missouri	Central Missouri State University
118	60	Missouri	Northeast Missouri State University
119	60	New York	Dowling College
120	60	Pennsylvania	East Stroudsburg State College
121	60	Pennsylvania	Mansfield State College
122	59	Kansas	Fort Hays State University
123	56	Kentucky	Western Kentucky University

Appendix C Continued

Rank	Number of Certified Graduates	State	Institution
124	55	Indiana	Indiana State University
125	55	Mississippi	Mississippi State University
126	55	Ohio	University Of Toledo
127	55	South Dakota	Augustana College
128	54	New York	Teachers College, Columbia University
129	53	Missouri	Northwest Missouri State University
130	53	New Mexico	New Mexico State University
131	53	New Mexico	University Of New Mexico
132	52	Connecticut	Central Connecticut State College
133	52	Kentucky	Eastern Kentucky University
134	52	Maryland	Coppin State College
135	51	South Carolina	College Of Charleston
136	51	Texas	Texas Technological University
137	50	California	California State University, San Francisco
138	50	Florida	Florida Atlantic University
139	50	Mississippi	University Of Southern Mississippi
140	50	North Carolina	University Of North Carolina-Chapel Hill
141	50	Pennsylvania	Clarion State College
142	50	Texas	Texas Christian University
143	50	Wisconsin	University Of Wisconsin-Milwaukee
144	48	New Jersey	Jersey City State College
145	48	Ohio	University Of Dayton
146	47	New York	Wagner College
147	47	Oklahoma	East Central University
148	47	South Dakota	The University Of South Dakota
149	45	California	University Of California, Santa Cruz
150	45	Connecticut	St. Joseph College
151	45	Utah	Utah State University
152	44	Tennessee	Tennessee Technological University
153	43	Arkansas	University Of Arkansas At Pine Bluff
154	42	California	California State College, Bakersfield
155	42	California	California State University, Hayward
156	42	California	University Of The Pacific
157	42	Connecticut	University Of Hartford
158	42	Georgia	Columbus College
159	42	North Dakota	Minot State College
160	42	Vermont	University Of Vermont
161	41	South Carolina	Converse College
162	40	Arkansas	Henderson State University
163	40	California	Pacific Oaks College
164	40	Delaware	University Of Delaware
165	40	Illinois	University Of Illinois At Chicago
166	40	Iowa	Iowa State University
167	40	Mississippi	The University Of Mississippi
168	40	Nevada	University Of Nevada, Las Vegas
169	40	New Hampshire	Rivier College
170	40	New York	Fordham University
171	40	Oregon	Portland State University
172	40	Pennsylvania	Cheyney State College
173	40	Pennsylvania	Edinboro State College
174	40	Virginia	Norfolk State University
175	39	California	California State University, Dominquez Hills
176	39	North Carolina	Atlantic Christian College
177	39	Pennsylvania	Lock Haven State College
178	38	Hawaii	University Of Hawaii
179	38	New Jersey	Georgian Court College
180	37	Alabama	University Of North Alabama
181	37	Idaho	Boise State University
182	37	Illinois	University Of Illinois-Champaign-Urbana
183	37	North Carolina	Elizabeth City State University
184	36	Florida	Flagler College
185	35	Connecticut	University Of Connecticut
186	35	District of Columbia	Gallaudet College

Appendix C Continued

Rank	Number of Certified Graduates	State	Institution
187	35	Idaho	University Of Idaho
188	35	Illinois	Bradley University
189	35	Indiana	Purdue University
190	35	Kansas	Wichita State University
191	35	Louisiana	Northwestern State University Of Louisiana
192	35	Michigan	Calvin College
193	35	North Carolina	Western Carolina University
194	35	North Dakota	University Of North Dakota
195	35	Oklahoma	University Of Oklahoma
196	35	Oregon	Western Oregon College
197	34	Tennessee	East Tennessee State University
198	33	North Carolina	University Of North Carolina-Wilmington
199	33	Rhode Island	Salve Reginia, The Newport College
200	33	Virginia	Lynchburg College
201	32	Alabama	University Of South Alabama
202	32	Colorado	University Of Colorado, Colorado Springs
203	32	New York	Dominican College
204	32	Pennsylvania	West Chester State College
205	32	South Carolina	South Carolina State College
206	32	Tennessee	University Of Tennessee At Chattanooga
207	31	Connecticut	Fairfield University
208	31	New Jersey	Rutgers University-Douglass College
209	31	New Mexico	Eastern New Mexico University
210	31	Virginia	Marymount College Of Virginia
211	30	Arkansas	Harding University
212	30	California	University Of California, Riverside
213	30	New York	State University Of New York-Albany
214	30	Oregon	Lewis And Clark College
215	30	Texas	Midwestern State University
216	30	Texas	Sam Houston State University
217	30	Texas	University Of Houston
218	30	Virginia	University Of Virginia
219	30	Virginia	Virginia State University
220	30	Wisconsin	Carthage College
221	30	Wisconsin	University Of Wisconsin-Stout
222	29	South Carolina	Columbia College
223	28	Alabama	University Of Alabama In Huntsville
224	28	California	California State University, Chico
225	28	California	University Of Santa Clara
226	28	Georgia	North Georgia College
227	28	Missouri	Southeast Missouri State University
228	28	Nevada	University Of Nevada, Reno
229	28	New Hampshire	Antioch/New England Graduate School
230	28	North Carolina	Sacred Heart College
231	28	North Carolina	Salem College
232	28	Pennsylvania	Lasalle College
233	27	California	College Of Notre Dame
234	27	Georgia	Georgia Southern College
235	27	Massachusetts	Simmons College
236	26	Missouri	Fontbonne College
237	26	North Carolina	Lenoir-Rhyne College
238	26	Texas	University Of Mary Hardin-Baylor
239	25	Florida	University Of Miami
240	25	Indiana	Saint Francis College
241	25	Kentucky	Brescia College
242	25	Kentucky	Moorehead State University
243	25	Kentucky	Murray State University
244	25	Louisiana	Louisiana State University-Baton Rouge
245	25	Louisiana	Louisiana Tech University
246	25	Michigan	Hope College
247	25	Mississippi	Delta State University
248	25	New Jersey	College Of St. Elizabeth
249	25	New Jersey	Rutgers University

Appendix C Continued

Rank	Number of Certified Graduates	State	Institution
250	25	Oklahoma	Oral Roberts University
251	25	Pennsylvania	Marywood College
252	25	South Dakota	Black Hills State College
253	25	Texas	Texas A & M University
254	25	Vermont	College Of St. Joseph The Provider
255	25	West Virginia	Fairmont State
256	24	California	California State University, Sonoma
257	24	California	National University
258	24	District of Columbia	American University
259	24	South Dakota	Northern State College
260	23	Florida	Florida International University
261	23	Mississippi	Mississippi University For Women
262	23	Missouri	Avila College
263	23	Nebraska	Chadron State College
264	23	South Carolina	The Citadel
265	22	California	Saint Mary's College
266	22	North Carolina	Bennett College
267	22	North Carolina	Winston-Salem State University
268	21	Iowa	Morningside College
269	21	North Carolina	North Carolina State University
270	21	North Carolina	Pembroke State University
271	21	Texas	Tarleton State University
272	21	Utah	Weber State College
273	20	Alabama	Auburn University At Montgomery
274	20	Alaska	University Of Alaska, Anchorage
275	20	Arkansas	University Of Arkansas At Little Rock
276	20	California	California State University, Humboldt
277	20	Idaho	Idaho State University
278	20	Indiana	University Of Evansville
279	20	Louisiana	University Of Southwestern Louisiana
280	20	Maine	University Of Maine At Orono
281	20	Mississippi	Mississippi Valley State University
282	20	New Mexico	Western New Mexico University
283	20	North Carolina	University Of North Carolina-Greensboro
284	20	Ohio	Walsh College
285	20	Pennsylvania	Shippensburg State College
286	20	Rhode Island	Providence College
287	20	Texas	Abilene Christian University
288	19	Colorado	University Of Colorado, Boulder
289	19	Kansas	Associated Colleges Of Central Kansas
290	19	Ohio	Wittenberg University
291	19	Utah	Southern Utah State University
292	19	Washington	Pacific Lutheran University
293	18	California	California State Polytechnic University, San Luis Obispo
294	18	Florida	Barry University
295	18	Florida	Florida Southern College
296	18	Kentucky	Cumberland College
297	18	Montana	University Of Montana
298	18	New York	Marymount Manhattan College
299	18	Ohio	Wright State University
300	18	Oklahoma	The University Of Oklahoma
301	18	Tennessee	Carson-Newman College
302	18	Texas	Hardin-Simmons University
303	18	Washington	Seattle University
304	18	West Virginia	West Liberty State College
305	17	Alabama	Troy State University
306	17	Illinois	Loyola University Of Chicago
307	17	Maryland	Hood College
308	17	Massachusetts	Northereastern University
309	17	Michigan	Marygrove College
310	17	Missouri	Evangel College
311	17	Missouri	Missouri Southern State College

Appendix C Continued

Rank	Number of Certified Graduates	State	Institution
312	17	Nebraska	Midland Lutheran College
313	17	Texas	University Of Houston, Victoria Campus
314	17	Virginia	Hampton University
315	17	Washington	University Of Washington
316	16	Colorado	Western State College
317	16	Missouri	University Of Missouri-Kansas City
318	16	Pennsylvania	Lehigh University
319	16	Texas	Southwestern University
320	15	District of Columbia	University Of The District Of Columbia
321	15	Florida	University Of Central Florida
322	15	Mississippi	Alcorn State University
323	15	Nebraska	Concordia College
324	15	North Carolina	St. Andrews Presbyterian College
325	15	Oklahoma	Southeastern Oklahoma State University
326	15	Pennsylvania	College Of Misericordia
327	15	Pennsylvania	Mercyhurst College
328	15	Tennessee	Tusculm College
329	15	Texas	Angelo State University
330	15	Virginia	The College Of William & Mary
331	15	Washington	Gonzaga University
332	15	West Virginia	Bluefield State College
333	15	West Virginia	Glenville State College
334	15	Wisconsin	University Of Wisconsin-Stevens Point
335	15	Wyoming	The University Of Wyoming
336	14	Arizona	Grand Canyon College
337	14	Indiana	Taylor University
338	14	Louisiana	St. Mary's Dominican College
339	14	Missouri	Lincoln University
340	14	Missouri	William Woods College
341	14	Ohio	Ohio Dominican
342	14	Vermont	Trinity College
343	13	Iowa	Marycrest College
344	13	Massachusetts	Suffolk University
345	13	New York	Canisius College
346	13	Oklahoma	Southwestern Oklahoma State University
347	13	Pennsylvania	Gwynedd-Mercy College
348	13	South Carolina	Furman University
349	13	Vermont	Castleton State College
350	13	Virginia	George Mason University
351	12	Alabama	Huntingdon College
352	12	Arkansas	Ouachita Baptist University
353	12	Arkansas	Southern Arkansas University
354	12	Colorado	Metropolitan State College
355	12	Florida	Bethune-Cookman College
356	12	Georgia	Georgia College
357	12	Louisiana	Mcneese State University
358	12	Louisiana	Southeastern Louisiana University
359	12	Maryland	Towson State University
360	12	Nebraska	Creighton University
361	12	New Hampshire	Notre Dame College
362	12	South Dakota	Huron College
363	12	Texas	University Of Texas At Tyler
364	12	West Virginia	Salem College
365	12	West Virginia	West Virginia State College
366	11	Alabama	Athens State College
367	11	Georgia	Albany State College
368	11	Georgia	West Georgia College
369	11	Louisiana	Louisiana College
370	11	Nebraska	Peru State College
371	11	New York	D'Youville College
372	11	Ohio	Notre Dame College
373	11	Virginia	Virginia Union University
374	11	West Virginia	Anderson-Braddus College

Appendix C Continued

Rank	Number of Certified Graduates	State	Institution
375	10	Florida	Jacksonville University
376	10	Georgia	Augusta College
377	10	Indiana	Indiana Central University
378	10	Indiana	Indiana University, Northwest
379	10	Indiana	Purdue University-Calumet
380	10	Indiana	Valparaiso University
381	10	Kentucky	Bellarmine College
382	10	Kentucky	Norther Kentucky University
383	10	Missouri	William Jewell College
384	10	New Jersey	Trenton State College
385	10	North Carolina	Mars Hill College
386	10	Oklahoma	Northwestern Oklahoma State University
387	10	Texas	Houston Baptist University
388	10	Texas	Texas Wesleyan College
389	10	Texas	Trinity University
390	10	Texas	University Of St. Thomas
391	10	West Virginia	University Of Charleston
392	9	Iowa	Northwestern College
393	9	Maryland	Goucher College
394	9	New Hampshire	Plymouth State College
395	9	Ohio	Hiram College
396	9	Vermont	Johnson State College
397	9	Wisconsin	Silver Lake College
398	9	Wisconsin	University Of Wisconsin-Parkside
399	8	Alabama	University Of Montevallo
400	8	Georgia	Armstrong State College
401	8	Georgia	Mercer University
402	8	Iowa	Buena Vista College
403	8	Iowa	Iowa Wesleyan College
404	8	Maryland	University Of Maryland-Eastern Shore
405	8	Ohio	Capital University
406	8	Tennessee	Milligan College
407	8	Texas	Mcmurray College
408	8	Texas	Our Lady Of The Lake University
409	8	West Virginia	Concord College
410	8	West Virginia	West Virginia Wesleyan College
411	7	Alabama	Talladega College
412	7	California	University Of California, Santa Barbara
413	7	Colorado	Loretto Heights College
414	7	District of Columbia	Howard University
415	7	Nevada	University Of Nevada, Las Vegas
416	7	Ohio	Mount Union College
417	7	Oklahoma	University Of Science And Arts
418	7	Pennsylvania	Carlow College
419	7	Vermont	St. Michael's College
420	6	Indiana	Marian College
421	6	Iowa	Graceland College
422	6	Louisiana	Louisiana State University-Shreveport
423	6	Missouri	Tarkio College
424	6	Montana	College Of Great Falls
425	6	Nebraska	Hastings College
426	6	Nebraska	Nebraska Wesleyan
427	6	Oklahoma	Oklahoma City University
428	6	South Carolina	Presbyterian College
429	6	Tennessee	Lee College
430	5	Alabama	Livingston University
431	5	Georgia	Brenau College
432	5	Idaho	Lewis-Clark State College
433	5	Indiana	Saint Mary Of The Woods College
434	5	Iowa	University Of Dubuque
435	5	Louisiana	Tulane University
436	5	Missouri	Missouri Western State College
437	5	Nebraska	Doane College

Appendix C Continued

Rank	Number of Certified Graduates	State	Institution
438	5	Oklahoma	Oklahoma Christian College
439	5	Oregon	Pacific University
440	5	South Carolina	Central Wesleyan College
441	5	Tennessee	Lambuth College
442	5	Tennessee	Trevecca Nazarene College
443	5	Texas	Wiley College
444	4	Arkansas	University Of Arkansas At Monticello
445	4	California	College Of The Center For Early Education
446	4	Idaho	Northwest Nazarene College
447	4	Indiana	Grace College
448	4	Iowa	Clarke College
449	4	Michigan	Madonna College
450	4	Mississippi	Blue Mountain College
451	4	Ohio	Muskingum College
452	4	Ohio	Ohio Northern University
453	4	Texas	University Of Texas Of The Permian Basin
454	4	Vermont	Green Mountain College
455	4	Washington	University Of Puget Sound
456	4	Wisconsin	Edgewood College
457	3	Delaware	Delaware State College
458	3	District of Columbia	Catholic University
459	3	Florida	St. Leo College
460	3	Georgia	Emory University
461	3	Iowa	Loras College
462	3	Kentucky	Pikeville, College
463	3	Minnesota	College Of St. Teresa
464	3	Ohio	Bluffton College
465	3	Oklahoma	Phillips University
466	3	South Carolina	Coker College
467	3	Tennessee	Lemoyne-Owen College
468	3	Texas	Lubbock Christian College
469	2	Indiana	Franklin College
470	2	Iowa	Central College
471	2	Michigan	Nazareth College
472	2	Ohio	The Defiance College
473	2	Vermont	Lyndon State College
474	1	Iowa	Simpson College
475	1	Michigan	Andrews University
476	1	Missouri	Culver-Stockton College
477	1	Missouri	School Of The Ozarks
478	1	Tennessee	Southwestern At Memphis
479	1	Virginia	Mary Baldwin College
480	0	Arkansas	Arkansas College
481	0	Georgia	Georgia Southwestern College
482	0	Indiana	Anderson College
483	0	Mississippi	Mississippi College
484	0	Mississippi	William Carey College
485	0	Missouri	Stephens College
486	0	Nebraska	College Of St. Mary
487	0	Ohio	Baldwin-Wallace College
488	0	Oregon	University Of Portland
489	0	Tennessee	Bryan College

Appendix D

Enrollments in Special Education Programs by Areas of Preparation (Spring 1982)

REGION I (ME NH MA CT RT NY NJ VT)

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Administration & Supervision	1	0	1	0	0	1
Bilingual Special Education	0	0	0	0	0	0
Communicatively Handicapped	1	0	4	0	0	4
Consultant/Resource	15	170	423	0	0	593
Early Education for Handicapped	5	46	132	0	0	178
Emotionally Handicapped	8	89	171	1	7	268
General Special Education	16	2138	2467	74	108	4787
Gifted/Talented	5	0	193	1	5	199
Hearing Impaired	4	250	43	0	0	293
Hospital/Homebound	0	0	0	0	0	0
Intellectually Handicapped	7	96	120	0	7	223
Learning Disabled	13	133	550	106	12	801
Mildly Handicapped	2	137	195	0	0	332
Mildly-Moderately Handicapped	4	404	15	0	0	419
Moderately-Severely Handicapped	9	664	260	0	0	924
Multicategorical	1	0	26	0	0	26
Multiply Handicapped	0	0	0	0	0	0
Physically Handicapped	0	0	0	0	0	0
Secondary/Vocational Special Education	1	2	0	0	0	2
Seriously Emotionally Disturbed	0	0	0	0	0	0
Severely-Profoundly Handicapped	7	25	96	0	0	121
Visually Impaired	0	0	0	0	0	0
Total		4135	4696	182	139	9171

Note: EDS equals advanced graduate/sixth year program.

Appendix D Continued.

Enrollments in Special Education Programs by Areas of Preparation (Spring 1982)

REGION II (MD DE VA WV DC KY TN SC NC)

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Administration & Supervision	5	0	24	12	15	51
Bilingual Special Education	0	0	0	0	0	0
Communicatively Handicapped	0	0	0	0	0	0
Consultant/Resource	2	0	20	0	0	20
Early Education for Handicapped	11	25	150	0	0	175
Emotionally Handicapped	29	392	642	0	5	1039
General Special Education	23	1876	821	60	114	2871
Gifted/Talented	12	119	225	0	0	344
Hearing Impaired	10	366	109	0	0	475
Hospital/Homebound	0	0	0	0	0	0
Intellectually Handicapped	45	2578	905	1	2	3486
Learning Disabled	33	488	1600	0	27	2115
Mildly Handicapped	19	1229	704	1	54	1988
Mildly-Moderately Handicapped	2	400	65	0	0	465
Moderately-Severely Handicapped	11	87	73	0	0	160
Multicategorical	1	49	0	0	0	49
Multiply Handicapped	0	0	0	0	0	0
Physically Handicapped	4	117	82	0	0	199
Secondary/Vocational Special Education	1	0	5	0	0	5
Seriously Emotionally Disturbed	0	0	0	0	0	0
Severely-Profoundly Handicapped	8	91	58	0	7	156
Visually Impaired	3	31	34	0	2	67
Total		7848	5517	74	226	13665

Note: EDS equals advanced graduate/sixth year program.

Appendix D Continued.

Enrollments in Special Education Programs by Areas of Preparation (Spring 1982)

REGION IV (IL OH IN PA WI MN MI)

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Administration & Supervision	9	0	44	64	39	147
Bilingual Special Education	0	0	0	0	0	0
Communicatively Handicapped	0	0	0	0	0	0
Consultant/Resource	3	0	39	6	1	46
Early Education for Handicapped	14	200	297	1	4	502
Emotionally Handicapped	27	893	695	5	22	1615
General Special Education	33	4275	2472	30	141	6918
Gifted/Talented	4	0	55	7	4	66
Hearing Impaired	16	728	274	0	21	1023
Hospital/Homebound	0	0	0	0	0	0
Intellectually Handicapped	45	3741	436	1	15	4193
Learning Disabled	41	1076	2733	9	15	3833
Mildly Handicapped	1	78	7	0	0	85
Mildly-Moderately Handicapped	1	0	72	0	0	72
Moderately-Severely Handicapped	15	575	310	2	29	916
Multicategorical	23	1161	461	1	15	1638
Multiply Handicapped	2	23	32	0	0	55
Physically Handicapped	8	326	34	0	0	360
Secondary/Vocational Special Education	0	0	0	0	0	0
Seriously Emotionally Disturbed	3	0	28	0	1	29
Severely-Profoundly Handicapped	16	103	124	0	3	230
Visually Impaired	10	295	36	0	12	343
Total		13474	8149	126	322	22071

Note: EDS equals advanced graduate/sixth year program.

Enrollments in Special Education Programs by Areas of Preparation (Spring 1982)

REGION V (MT WY ND SD UT CO NB KS IA MO)

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Administration & Supervision	4	0	5	15	9	29
Bilingual Special Education	0	0	0	0	0	0
Communicatively Handicapped	0	0	0	0	0	0
Consultant/Resource	7	625	132	0	0	757
Early Education for Handicapped	16	234	159	0	2	395
Emotionally Handicapped	28	344	687	8	8	1047
General Special Education	7	383	34	4	50	471
Gifted/Talented	6	0	310	0	0	310
Hearing Impaired	6	311	106	0	2	419
Hospital/Homebound	0	0	0	0	0	0
Intellectually Handicapped	48	2775	479	10	7	3271
Learning Disabled	35	741	1993	9	33	2776
Mildly Handicapped	3	248	0	0	0	248
Mildly-Moderately Handicapped	0	0	0	0	0	0
Moderately-Severely Handicapped	6	135	22	0	0	157
Multicategorical	6	461	330	0	0	791
Multiply Handicapped	1	0	31	0	0	31
Physically Handicapped	4	42	8	0	0	50
Secondary/Vocational Special Education	3	28	25	0	0	53
Seriously Emotionally Disturbed	0	0	0	0	0	0
Severely-Profoundly Handicapped	7	9	91	0	3	103
Visually Impaired	4	18	66	0	1	85
Total		6354	4478	46	115	10993

Note: EDS equals advanced graduate/sixth year program.

Enrollments in Special Education Programs by Areas of Preparation (Spring 1982)

REGION VI (OR ID WA AK NV HI CA AZ)

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Administration & Supervision	3	0	65	0	0	65
Bilingual Special Education	1	0	2	0	0	2
Communicatively Handicapped	5	90	366	0	0	456
Consultant/Resource	4	0	172	0	0	172
Early Education for Handicapped	5	0	97	1	9	107
Emotionally Handicapped	4	109	113	0	4	226
General Special Education	17	1173	407	3	26	1609
Gifted/Talented	5	0	126	0	2	128
Hearing Impaired	5	0	67	0	5	72
Hospital/Homebound	0	0	0	0	0	0
Intellectually Handicapped	3	40	67	0	4	111
Learning Disabled	5	64	254	0	8	326
Mildly Handicapped	30	86	3672	2	35	3795
Mildly-Moderately Handicapped	0	0	0	0	0	0
Moderately-Severely Handicapped	0	0	0	0	0	0
Multicategorical	2	118	72	3	2	195
Multiply Handicapped	1	0	13	0	0	13
Physically Handicapped	6	0	215	0	0	215
Secondary/Vocational Special Education	3	0	23	0	1	24
Seriously Emotionally Disturbed	2	0	9	0	0	9
Severely-Profoundly Handicapped	21	18	881	0	23	922
Visually Impaired	6	0	187	0	0	187
Total		1698	6808	9	119	8634

Note: EDS equals advanced graduate/sixth year program.

Appendix E

Enrollments in Special Education Personnel Preparation Programs (Spring 1982)

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Alabama						
Administration & Supervision	1	0	0	0	1	1
Early Education for Handicapped	4	82	19	0	0	101
Emotionally Handicapped	4	164	36	0	1	201
General Special Education	2	2	0	0	6	8
Gifted/Talented	3	3	19	0	0	22
Hearing Impaired	2	55	0	1	0	56
Intellectually Handicapped	9	396	160	21	2	579
Learning Disabled	9	6	199	0	3	208
Multiply Handicapped	2	10	8	0	0	18
Visually Impaired	1	3	0	0	0	3
Alaska						
Learning Disabled	1	0	26	0	0	26
Arizona						
Administration & Supervision	1	0	4	0	0	4
Early Education for Handicapped	1	0	20	0	0	20
Emotionally Handicapped	3	109	73	0	4	186
General Special Education	1	0	50	0	0	50
Gifted/Talented	1	0	10	0	2	12
Hearing Impaired	1	0	18	0	2	20
Intellectually Handicapped	2	40	62	0	4	106
Learning Disabled	3	64	215	0	8	287
Multiply Handicapped	1	0	13	0	0	13
Severely-Profoundly Handicapped	1	0	27	0	2	29
Visually Impaired	1	0	4	0	0	4
Arkansas						
Early Education for Handicapped	1	0	2	0	0	2
Emotionally Handicapped	3	16	20	0	0	36
General Special Education	1	0	0	0	3	3
Gifted/Talented	1	0	26	0	0	26
Hearing Impaired	1	38	1	0	0	39
Intellectually Handicapped	7	91	76	0	0	167
Learning Disabled	6	170	590	0	0	760
Mildly Handicapped	10	882	49	0	0	931
Physically Handicapped	2	11	10	0	0	21

Appendix E Continued.

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Seriously Emotionally Disturbed	3	15	31	0	0	46
Severely-Profoundly Handicapped	4	11	44	0	0	55
Visually Impaired	1	0	13	0	0	13
California						
Administration & Supervision	1	0	5	0	0	5
Bilingual Special Education	1	0	2	0	0	2
Communicatively Handicapped	5	90	366	0	0	456
Consultant/Resource	4	0	172	0	0	172
Early Education for Handicapped	1	0	39	0	0	39
General Special Education	2	0	10	0	13	23
Gifted/Talented	4	0	116	0	0	116
Hearing Impaired	1	0	20	0	0	20
Mildly Handicapped	25	40	2911	0	11	2962
Multicategorical	1	0	22	0	0	22
Physically Handicapped	6	0	215	0	0	215
Secondary/Vocational Special Education	1	0	4	0	0	4
Seriously Emotionally Disturbed	1	0	6	0	0	6
Severely-Profoundly Handicapped	14	0	619	0	2	621
Visually Impaired	4	0	168	0	0	168
Colorado						
Emotionally Handicapped	2	0	107	0	0	107
General Special Education	1	0	0	4	24	28
Gifted/Talented	2	0	30	0	0	30
Hearing Impaired	1	190	35	0	0	225
Intellectually Handicapped	5	629	41	0	0	670
Learning Disabled	4	0	269	0	0	269
Multiply Handicapped	1	0	31	0	0	31
Physically Handicapped	1	0	8	0	0	8
Visually Impaired	1	0	27	0	0	27
Connecticut						
Early Education for Handicapped	1	0	100	0	0	100
General Special Education	6	1068	1565	45	56	2734
Severely-Profoundly Handicapped	1	0	50	0	0	50
Delaware						
Administration & Supervision	1	0	4	0	0	4

Appendix E Continued.

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Early Education for Handicapped	1	0	2	0	0	2
Mildly Handicapped	2	351	10	0	0	361
Secondary/Vocational Special Education	1	0	5	0	0	5
District of Columbia						
Early Education for Handicapped	1	25	0	0	0	25
Emotionally Handicapped	1	0	33	0	0	33
General Special Education	1	0	80	0	0	80
Hearing Impaired	2	40	8	0	0	48
Intellectually Handicapped	1	1	3	0	0	4
Learning Disabled	1	20	14	0	17	51
Mildly Handicapped	5	178	66	0	50	294
Florida						
Administration & Supervision	1	0	0	0	4	4
Emotionally Handicapped	8	223	201	0	11	435
General Special Education	2	0	0	20	28	48
Gifted/Talented	4	20	61	0	0	81
Hearing Impaired	2	100	11	0	0	111
Intellectually Handicapped	12	432	104	0	5	541
Learning Disabled	14	570	451	14	17	1052
Mildly Handicapped	1	0	26	0	0	26
Multicategorical	4	82	247	0	0	329
Physically Handicapped	1	0	4	0	2	6
Visually Impaired	1	75	10	0	2	87
Georgia						
Administration & Supervision	1	0	21	42	20	83
Early Education for Handicapped	1	0	92	0	3	95
Emotionally Handicapped	12	0	272	14	7	293
Gifted/Talented	4	3	122	0	2	127
Hearing Impaired	2	0	20	0	0	20
Hospital/Homebound	2	0	16	0	0	16
Intellectually Handicapped	13	467	121	40	2	630
Learning Disabled	13	5	316	25	7	353
Mildly Handicapped	11	0	474	24	0	498
Moderately-Severely Handicapped	2	0	190	0	3	193
Physically Handicapped	1	0	5	0	0	5

Appendix E Continued.

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Secondary/Vocational Special Education	1	0	16	2	0	18
Visually Impaired	1	0	3	1	0	4
Hawaii						
Early Education for Handicapped	1	0	20	0	0	20
Learning Disabled	1	0	13	0	0	13
Secondary/Vocational Special Education	1	0	8	0	0	8
Severely-Profoundly Handicapped	1	0	20	0	0	20
Idaho						
General Special Education	5	187	65	3	8	263
Seriously Emotionally Disturbed	1	0	3	0	0	3
Severely-Profoundly Handicapped	1	18	22	0	0	40
Illinois						
Administration & Supervision	2	0	10	5	0	15
Consultant/Resource	1	0	21	0	0	21
Early Education for Handicapped	1	15	0	0	0	15
Emotionally Handicapped	7	322	171	0	7	500
General Special Education	3	0	0	0	41	41
Hearing Impaired	3	295	103	0	0	398
Intellectually Handicapped	7	757	111	0	7	875
Learning Disabled	7	555	515	0	10	1080
Mildly Handicapped	1	78	7	0	0	85
Mildly-Moderately Handicapped	1	0	72	0	0	72
Moderately-Severely Handicapped	6	226	62	0	5	293
Multicategorical	2	429	36	0	0	465
Multiply Handicapped	1	0	24	0	0	24
Physically Handicapped	2	137	3	0	0	140
Severely-Profoundly Handicapped	1	0	8	0	0	8
Visually Impaired	3	97	9	0	7	113

Appendix E Continued.

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Indiana						
Early Education for Handicapped	1	10	0	0	0	10
Emotionally Handicapped	4	21	47	0	1	69
General Special Education	1	0	0	6	8	14
Gifted/Talented	1	0	10	0	0	10
Hearing Impaired	1	53	12	0	0	65
Intellectually Handicapped	9	464	35	0	2	501
Learning Disabled	10	133	216	0	0	349
Moderately-Severely Handicapped	5	102	30	0	3	135
Multicategorical	4	117	35	0	4	156
Multiply Handicapped	1	23	8	0	0	31
Physically Handicapped	2	35	7	0	0	42
Severely-Profoundly Handicapped	4	7	15	0	0	22
Iowa						
Administration & Supervision	2	0	0	9	5	14
Early Education for Handicapped	4	122	0	0	0	122
Emotionally Handicapped	4	51	63	4	2	120
Intellectually Handicapped	12	372	0	4	2	378
Learning Disabled	5	0	289	4	2	295
Multicategorical	1	320	330	0	0	650
Physically Handicapped	1	30	0	0	0	30
Severely-Profoundly Handicapped	1	0	10	0	0	10
Kansas						
Administration & Supervision	1	0	5	1	4	10
Early Education for Handicapped	2	0	60	0	0	60
Emotionally Handicapped	4	0	206	1	5	212
Gifted/Talented	3	0	228	0	0	228
Hearing Impaired	1	0	25	0	2	27
Intellectually Handicapped	5	273	55	1	5	334
Learning Disabled	4	0	628	5	30	663
Moderately-Severely Handicapped	1	0	3	0	0	3
Secondary/Vocational Special Education	2	20	25	0	0	45
Severely-Profoundly Handicapped	1	0	40	0	3	43

Appendix E Continued.

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Kentucky						
Administration & Supervision	3	0	20	2	2	24
Consultant/Resource	2	0	20	0	0	20
Hearing Impaired	2	97	16	0	0	113
Mildly Handicapped	10	695	610	1	4	1310
Moderately-Severely Handicapped	6	55	48	0	0	103
Severely-Profoundly Handicapped	3	51	13	0	0	64
Visually Impaired	1	31	26	0	1	58
Louisiana						
Early Education for Handicapped	6	27	33	0	0	60
Emotionally Handicapped	6	33	64	0	0	97
Gifted/Talented	3	0	58	0	0	58
Hearing Impaired	3	17	10	2	0	29
Intellectually Handicapped	7	94	46	0	0	140
Learning Disabled	7	42	186	1	0	229
Mildly-Moderately Handicapped	10	312	176	3	0	491
Multicategorical	1	17	0	0	0	17
Severely-Profoundly Handicapped	4	64	45	0	0	109
Maine						
Consultant/Resource	1	0	185	0	0	185
Emotionally Handicapped	2	85	35	0	0	120
Gifted/Talented	1	0	65	0	0	65
Intellectually Handicapped	2	93	35	0	0	128
Learning Disabled	2	102	75	0	0	177
Mildly-Moderately Handicapped	1	150	0	0	0	150
Maryland						
Emotionally Handicapped	2	2	10	0	0	12
General Special Education	3	353	129	5	37	524
Hearing Impaired	1	0	65	0	0	65
Intellectually Handicapped	2	179	50	0	0	229
Learning Disabled	2	54	0	0	0	54
Mildly Handicapped	1	0	18	0	0	18
Severely-Profoundly Handicapped	1	40	0	0	0	40
Massachusetts						

Appendix E Continued.

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Consultant/Resource	4	0	73	0	0	73
Early Education for Handicapped	2	46	10	0	0	56
Moderately-Severely Handicapped	7	619	223	0	0	842
Severely-Profoundly Handicapped	3	0	29	0	0	29
Michigan						
Administration & Supervision	2	0	12	15	0	27
Early Education for Handicapped	2	0	25	0	0	25
Emotionally Handicapped	6	436	57	0	0	493
General Special Education	1	0	0	0	12	12
Hearing Impaired	2	156	7	0	0	163
Intellectually Handicapped	6	543	48	0	0	591
Learning Disabled	9	62	522	0	0	584
Physically Handicapped	2	144	1	0	0	145
Visually Impaired	3	103	0	0	0	103
Minnesota						
Administration & Supervision	1	0	2	9	6	17
Consultant/Resource	1	0	16	0	1	17
Early Education for Handicapped	4	40	170	1	1	212
Emotionally Handicapped	4	0	314	5	9	328
Gifted/Talented	1	0	4	0	4	8
Hearing Impaired	2	5	60	0	7	72
Intellectually Handicapped	5	440	88	1	0	529
Learning Disabled	4	0	1266	9	2	1277
Moderately-Severely Handicapped	4	247	218	2	21	488
Multicategorical	1	0	71	1	9	81
Physically Handicapped	1	0	13	0	0	13
Seriously Emotionally Disturbed	1	0	12	0	0	12
Mississippi						
Emotionally Handicapped	1	0	12	0	0	12
Gifted/Talented	2	7	7	0	0	14
Hearing Impaired	1	8	10	0	0	18
Multicategorical	11	739	255	30	17	1041

Appendix E Continued.

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Physically Handicapped	1	15	8	0	0	23
Visually Impaired	2	0	22	0	4	26
Missouri						
Administration & Supervision	1	0	0	5	0	5
Early Education for Handicapped	5	29	29	0	0	58
Emotionally Handicapped	7	126	131	3	0	260
Intellectually Handicapped	8	462	225	5	0	692
Learning Disabled	10	396	387	0	0	783
Moderately-Severely Handicapped	3	35	7	0	0	42
Multicategorical	4	111	0	0	0	111
Montana						
Emotionally Handicapped	1	0	8	0	0	8
General Special Education	3	296	28	0	0	324
Learning Disabled	1	0	35	0	0	35
Moderately-Severely Handicapped	1	0	12	0	0	12
Severely-Profoundly Handicapped	1	0	10	0	0	10
Nebraska						
Consultant/Resource	2	0	83	0	0	83
Early Education for Handicapped	2	75	20	0	0	95
Emotionally Handicapped	3	0	22	0	0	22
General Special Education	1	0	0	0	10	10
Gifted/Talented	1	0	52	0	0	52
Hearing Impaired	1	0	6	0	0	6
Intellectually Handicapped	10	643	71	0	0	714
Learning Disabled	3	140	182	0	0	322
Moderately-Severely Handicapped	1	100	0	0	0	100
Visually Impaired	1	0	18	0	0	18
Nevada						
Early Education for Handicapped	1	0	6	1	0	7
Emotionally Handicapped	1	0	40	0	0	40
General Special Education	1	0	0	0	3	3
Intellectually Handicapped	1	0	5	0	0	5
Multicategorical	1	118	50	3	2	173
New Hampshire						

Appendix E Continued.

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Emotionally Handicapped	2	0	35	0	0	35
Intellectually Handicapped	1	0	8	0	0	8
Learning Disabled	3	31	104	0	0	135
Mildly-Moderately Handicapped	3	254	15	0	0	269
Multicategorical	1	0	26	0	0	26
New Jersey						
General Special Education	6	814	762	16	44	1636
Hearing Impaired	4	250	43	0	0	293
Learning Disabled	4	0	160	106	0	266
New Mexico						
Communicatively Handicapped	1	0	4	0	0	4
Emotionally Handicapped	4	4	101	1	7	113
General Special Education	4	256	140	13	8	417
Gifted/Talented	4	0	128	1	5	134
Intellectually Handicapped	4	3	77	0	7	87
Learning Disabled	4	0	211	0	12	223
New York						
Administration & Supervision	1	0	0	0	9	9
Emotionally Handicapped	6	58	315	0	16	389
General Special Education	17	1382	1596	3	20	3001
Hearing Impaired	7	24	91	0	10	125
Intellectually Handicapped	7	251	363	0	30	644
Learning Disabled	6	57	507	0	27	591
Multiply Handicapped	1	0	18	0	0	18
Physically Handicapped	3	94	66	0	17	177
Visually Impaired	4	8	26	0	8	42
North Carolina						
Emotionally Handicapped	3	8	30	0	0	38
General Special Education	1	0	12	0	18	30
Gifted/Talented	5	94	53	0	0	147
Hearing Impaired	2	189	5	0	0	194
Intellectually Handicapped	6	640	99	1	0	740
Learning Disabled	6	201	150	0	0	351
Mildly-Moderately Handicapped	2	400	65	0	0	465

Appendix E Continued.

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Multicategorical	1	49	0	0	0	49
Physically Handicapped	1	7	0	0	0	7
Severely-Profoundly Handicapped	1	0	13	0	0	13
Visually Impaired	1	0	4	0	0	4
North Dakota						
Early Education for Handicapped	1	0	27	0	2	29
Emotionally Handicapped	1	0	20	0	1	21
Hearing Impaired	1	41	11	0	0	52
Intellectually Handicapped	2	128	0	0	0	128
Learning Disabled	2	0	61	0	1	62
Severely-Profoundly Handicapped	1	0	11	0	0	11
Visually Impaired	1	5	20	0	1	26
Ohio						
Administration & Supervision	2	0	20	3	6	29
General Special Education	1	0	0	0	8	8
Gifted/Talented	1	0	32	0	0	32
Hearing Impaired	4	59	25	0	1	85
Intellectually Handicapped	9	428	123	0	1	552
Learning Disabled	1	24	0	0	0	24
Multicategorical	16	615	319	0	2	936
Physically Handicapped	1	10	10	0	0	20
Seriously Emotionally Disturbed	2	0	16	0	1	17
Severely-Profoundly Handicapped	10	96	91	0	1	188
Visually Impaired	2	5	17	0	1	23
Oklahoma						
Emotionally Handicapped	3	27	48	0	0	75
General Special Education	2	0	0	0	33	33
Gifted/Talented	1	0	15	0	0	15
Hearing Impaired	3	90	7	0	0	97
Intellectually Handicapped	9	271	108	0	0	379
Learning Disabled	13	217	286	0	0	503
Multicategorical	5	225	71	0	0	296
Physically Handicapped	1	4	3	0	0	7
Secondary/Vocational Special Education	1	0	3	0	0	3

Appendix E Continued.

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Oregon						
Hearing Impaired	2	0	24	0	0	24
Mildly Handicapped	4	46	735	2	15	798
Severely-Profoundly Handicapped	3	0	171	0	11	182
Visually Impaired	1	0	15	0	0	15
Pennsylvania						
Administration & Supervision	2	0	0	32	27	59
Consultant/Resource	1	0	2	6	0	8
General Special Education	27	4275	2472	24	72	6843
Gifted/Talented	1	0	9	7	0	16
Hearing Impaired	3	110	61	0	13	184
Severely-Profoundly Handicapped	1	0	10	0	2	12
Visually Impaired	2	90	10	0	4	104
Rhode Island						
Mildly Handicapped	2	137	195	0	0	332
Moderately-Severely Handicapped	2	45	37	0	0	82
South Carolina						
Emotionally Handicapped	7	73	93	0	0	166
General Special Education	1	0	0	48	0	48
Hearing Impaired	1	30	0	0	0	30
Intellectually Handicapped	10	216	163	0	0	379
Learning Disabled	7	129	250	0	0	379
Moderately-Severely Handicapped	5	32	25	0	0	57
Physically Handicapped	1	42	11	0	0	53
South Dakota						
Early Education for Handicapped	2	8	23	0	0	31
Emotionally Handicapped	3	17	35	0	0	52
Hearing Impaired	1	80	0	0	0	80
Intellectually Handicapped	3	18	19	0	0	37
Learning Disabled	3	55	68	0	0	123
Mildly Handicapped	3	248	0	0	0	248
Multicategorical	1	30	0	0	0	30
Physically Handicapped	2	12	0	0	0	12
Severely-Profoundly Handicapped	2	4	20	0	0	24

Appendix E Continued.

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Visually Impaired	1	13	1	0	0	14
Tennessee						
General Special Education	15	1523	600	1	34	2158
Gifted/Talented	1	0	9	0	0	9
Texas						
Administration & Supervision	1	0	0	0	3	3
Early Education for Handicapped	3	30	35	0	0	65
Emotionally Handicapped	10	27	134	0	4	165
General Special Education	13	1030	187	0	15	1232
Gifted/Talented	1	0	105	0	0	105
Hearing Impaired	1	18	0	0	0	18
Intellectually Handicapped	13	155	105	0	4	264
Learning Disabled	22	192	443	0	3	638
Multicategorical	1	24	0	0	0	24
Physically Handicapped	2	1	21	0	0	22
Visually Impaired	1	0	40	0	0	40
Utah						
Consultant/Resource	5	625	49	0	0	674
Emotionally Handicapped	3	150	95	0	0	245
General Special Education	1	0	0	0	16	16
Hearing Impaired	1	0	29	0	0	29
Intellectually Handicapped	3	250	68	0	0	318
Learning Disabled	3	150	74	0	0	224
Vermont						
Administration & Supervision	1	0	1	0	0	1
Consultant/Resource	10	170	165	0	0	335
Early Education for Handicapped	2	0	22	0	0	22
Secondary/Vocational Special Education	1	2	0	0	0	2
Severely-Profoundly Handicapped	3	25	17	0	0	42
Virginia						
Administration & Supervision	1	0	0	10	13	23
Early Education for Handicapped	9	0	148	0	0	148
Emotionally Handicapped	11	299	231	0	5	535
General Special Education	1	0	0	6	0	6

Appendix E Continued.

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total
Gifted/Talented	1	0	12	0	0	12
Hearing Impaired	2	10	15	0	0	25
Intellectually Handicapped	13	941	137	0	2	1080
Learning Disabled	11	5	460	0	10	475
Physically Handicapped	1	0	16	0	0	16
Severely-Profoundly Handicapped	3	0	32	0	7	39
Visually Impaired	1	0	4	0	1	5
Washington						
Administration & Supervision	1	0	56	0	0	56
Early Education for Handicapped	1	0	12	0	9	21
General Special Education	8	986	282	0	2	1270
Hearing Impaired	1	0	5	0	3	8
Mildly Handicapped	1	0	26	0	9	35
Secondary/Vocational Special Education	1	0	11	0	1	12
Severely-Profoundly Handicapped	1	0	22	0	8	30
West Virginia						
Emotionally Handicapped	5	10	245	0	0	255
General Special Education	1	0	0	0	25	25
Gifted/Talented	5	25	151	0	0	176
Intellectually Handicapped	13	601	453	0	0	1054
Learning Disabled	6	79	726	0	0	805
Mildly Handicapped	1	5	0	0	0	5
Physically Handicapped	1	68	55	0	0	123
Wisconsin						
Early Education for Handicapped	6	135	102	0	3	240
Emotionally Handicapped	6	114	106	0	5	225
Hearing Impaired	1	50	6	0	0	56
Intellectually Handicapped	9	1109	31	0	5	1145
Learning Disabled	10	302	214	0	3	519
Wyoming						
General Special Education	1	87	6	0	0	93
Secondary/Vocational Special Education	1	8	0	0	0	8
Severely-Profoundly Handicapped	1	5	0	0	0	5

Appendix E Continued.

Areas of Preparation	Number IHES with Programs	Number of Students				
		Undergraduate	Graduate	EDS	Doctorate	Total

Note: EDS equals advanced graduate/sixth year program.